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ABSTRACT

The purpose of the American Samoa program, Upgrading Language Abilities (ULA) funded under Title I Elementary Secondary Education Act, is to raise the English language proficiency of educationally deprived high school students to the point where they can successfully compete with native speakers in an English medium educational system unhindered by inadequate abilities in English. This report covers 1973-74 operations. All four high schools in American Samoa are involved in ULA. The program is administered by the Title I staff through the Secondary Division and the Division of Instruction. There are about 1700 students in the program, 36 teachers and 34 classrooms. Each high school has a teacher resource center for the ULA program. ULA students receive 90 minutes of instruction daily in addition to their other classes. The scope of ULA encompasses several broad areas: classroom instruction for second language speakers, curriculum development peculiar to Samoan students, special instructional materials for Samoa, and teacher training. Teachers are involved in continuous inservice training to increase their competencies to teach students who speaks English as a second language. Considerable progress was made during fiscal years 1973 and 1974 in designing a system for continuously assessing characteristics of the ULA program. (Author/JM)

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UPGRADING LANGUAGE ABILITIES IN AMERICAN SAMOA

ESEA Title I
Final Evaluation Report
1973-1974

This report was jointly prepared by Dr. Thomas O. Bell, Consultant for the Northwest Regional Educational Laboratory; Mr. Robert J. Moran, ESEA Title I Coordinator; the Title I staff; and Dr. Tom E. Thomas, NWREL Samoa Education Project.

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These members are the parent or matai for 158 children attending six public and five private schools at both elementary and econdary levels in American Samoa.

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PREFACE

This document is the 1973-74 evaluation report of the ESEA Title I project, Upgrading Language Ability. It has been prepared in accordance with federal government requirements and guidelines relative to ESEA Title I.

The underlying principle guiding the ULA evaluation is to provide useful information to individuals requiring it for effective decision making.

An abstract briefly summarizing the major activities and findings of the evaluation has been prepared to give the reader an overview of the report.

ABSTRACT

The purpose of the American Samoa Title I Program, Upgrading Language Abilities, is to raise the English language proficiency of educationally deprived high school students to the point where they can successfully compete with native speakers in an English medium educational system unhindered by inadequate abilities in English. The ULA goals and objectives are consistent with the philosophy and goals of the American Samoa Department of Education.

This evaluation report covers the 1973-74 project operations. The report is addressed primarily to American Samoa Department of Education personnel, the Title I Advisory Council, and the funding authority.

ULA design and program objectives were based upon several needs assessment studies conducted in American Samoa by educational experts in language learning and development, curriculum and instruction, learning theory, instructional media, and teacher training. The design of ULA evolved through meetings with parents, community representatives, local teachers, and administrators.

All four high schools in American Samoa -- Faga'itua, Leone, Samoana, and Manu'a -- are involved in ULA. The program is administered by the Title I staff through the Secondary Division and the Division of Instruction. There are about 1,700 students in the program, 36 teachers, and 34 classrooms. Each high school has a teacher resource center

for the Upgrading Language Abilities program. ULA students receive 90 minutes of instruction daily in addition to their other classes.

The scope of ULA encompasses several broad areas: classroom instruction for second language speakers, curriculum development peculiar to Samoan students, special instructional materials for Samoa, and teacher training.

Except for the physical facilities, some classroom supplies, and counseling and administrative services in the high schools, the Upgrading Language Abilities program is funded entirely out of ESEA Title I funds.

ULA materials are still in various developmental stages and undergoing constant revision based upon formative feedback from teachers and students. Not all teachers use the program materials; some report problems in using them; some use commercially available materials and produce their own supplementary materials. Teachers are involved in continuous inservice training to increase their competencies to teach students who speak English as a second language.

Considerable progress was made during FY 73 and FY 74 in designing a system for continuously assessing characteristics of the Upgrading Language Abilities program. The Government of American Samoa Computer Center increased its capacity and capability to the point that instruments can be machine scored and analyzed, and data storage and retrieval is now avai[illegible] Several computer programs are on hand to facilitate d[illegible]cessing, analysis, storage, and retrieval.

Descriptive data about ULA students and staff have been gathered.

The product evaluation examined the effects of seven predictor variables on one criterion variable, the English Structure Test (EST). The predictor variables included in the evaluation were: grade level, language level, use of project materials, teacher's degree, teacher's sex, teacher's level of certification, and teacher's experience as a ULA teacher. Data were analyzed using double and triple analysis of variance. It was found that mid level language students who used project materials scored significantly higher ($p. < .01$) than students who did not use the materials. Further, it was found that 10th and 12th grade classes in 1974 scored significantly higher than the same grade levels for 1973, indicating a growth in language proficiency in those two classes. This seems to suggest that a positive influence of the ULA instructional variable exists.

Data analysis also suggests that teacher predictor variables of educational level, certification, sex, or experience as a ULA teacher are not significantly related to pupil performance.

INTRODUCTION

A Title I Program was initiated in 1970 to upgrade language abilities (ULA) of secondary students in American Samoa. This report discusses the program's background, contains a description of its many components, summarizes activities and accomplishments for FY 74, displays feedback and evaluation data relative to program impact, and lists recommendations for improving the program.

Purpose

The American Samoa Title I program, Upgrading Language Abilities (ULA), was initiated in 1970 to improve the language abilities of educationally deprived high school students. Specifically, the goal of ULA is to raise the English language proficiency of target students to the point where they can compete successfully with native speakers in an English medium educational system unhindered by inadequate abilities in English. The students should achieve these English language skills without diminishing respect for Samoan traditions, culture, and language. The ULA goal and objectives are consistent with the philosophy and goals of the American Samoa Department of Education.[1]

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[1] Philosophy of the Department of Education. Pago Pago, Territory of American Samoa. 1973-74

Background

The single most difficult problem facing educators in American Samoa has been that of language development. Students grow up in a society that employs two languages -- Samoan and English. Samoan tends to be the predominant tongue used in the home while English is the language used in the classroom. As in any similar situation, academic progress suffers from this dual language system.

Teacher skills at both the elementary and secondary levels have been generally limited. Because the elementary staff is almost totally indigenous, students learn much of their English from non-native speakers. These teachers often lack sufficient training in English to recognize their own errors. As a consequence, students entering high schools in American Samoa often have been confused by conflicting language samples. Although there are many stateside teachers in the secondary schools, the shortage of proficient, fluent, indigenous teachers persists in that setting also.

Test scores obtained between 1964 and 1970 indicated that impressive gains were made by elementary children in their abilities to speak and understand English. The results of secondary language instruction were less impressive, however. The Science Research Association (SRA) tests showed ninth grade students in 1969-70 to be about three academic years below the ability of their mainland counterparts. Twelfth grade students in 1969-70 had slipped to about six years behind. While scores based on stateside

norms probably underestimate the true ability of Samoan pupils, the data generally indicated that students were making little progress in language ability during their four years of high school.

Three task forces of educational experts in language learning and development, curriculum and instruction, instructional media, and teacher training conducted needs assessment studies in American Samoa in 1970 and 1971.[2] The design and program objectives of ULA are based on these studies and evolved through meetings with parents, community representatives, local teachers, and administrators.

Overview of the Project

The scope of ULA encompasses several broad areas: classroom instruction for second language speakers, curriculum development peculiar to Samoan students, special instructional materials for Samoa, and teacher training.

All four high schools in American Samoa are involved in ULA. The program is administered by the Title I staff through the Secondary Division and the Division of Instruction. There are about 1,700 students in the program, 36

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[2] Report of the Educational Television Task Force. Department of Education, Territory of American Samoa. June 1970.

Report of the English Language Task Force (I). Department of Education, Territory of American Samoa. July 1970.

Samoa Supplementary Report. University of Hawaii-Samoa Contract. Department of Education, Territory of American Samoa. 1971.

teachers, and 34 classrooms. Each high school has a teacher resource center for the ULA program. In addition to their other classes, ULA students receive 90 minutes of instruction daily in English-as-a-Second-Language (ESL) and Language Arts. Teachers are involved in continuous inservice training to improve their competencies to teach students who speak English as a second language.

Some instructional materials for the ULA program were purchased stateside. Locally developed and published materials include a complete handbook for Language Arts classes, an extensive series of student exercises cross-referenced to the handbook, a series of special texts, This Way Up, for the ESL classes, and supplementary exercises for this series. In 1973 not all ULA teachers used the program materials. Some reported problems using them. The materials are still in various developmental stages and undergoing constant revision based upon formative feedback from teachers and students.

Except for the physical facilities, some classroom supplies, and counseling and administrative services in the high schools, the ULA program is funded entirely out of ESEA Title I funds.

Development of instructional materials and inservice training continued in 1973-74. During FY 73, the Title I staff developed instruments that were used for product evaluation. However, the instruments were available during FY 73 to administer as single-group post tests only and,

therefore, change in student performance could not be measured. Considerable progress was made during FY 74 to design a system for continuously assessing characteristics of the ULA program utilizing the increased capacity and capability of the Government of American Samoa Computer Center. This effort was continued through FY 74.

PROJECT DESCRIPTION

This section presents descriptive information about each component of the Title I ULA program. The following components are described: rationale, community, student population, organizational structure, project goals and objectives, instruction, instructional materials, physical facilities and equipment, instructional and administrative staff, staff development, and project costs.

Rationale and Theory

The learning principle that provides the basis for the ULA program is that students can become proficient in a second language if they are provided interesting materials, motivating classroom activities, and opportunities to reinforce what they learn through imaginative and creative assignments.

ULA Student Target Group

The ULA target group is defined as Samoan students in grades 9-12 attending high school in American Samoa, whose education is hindered by a lack of proficiency in English. A student is considered to be "hindered by a lack of proficiency in English" if he fails to meet the standards for exemption from ESL defined in the English Language Curriculum Guide (The Secondary English Program) Department of Education, American Samoa.

These standards require a score on a standardized test of English Language Proficiency comparable to the scores required by United States colleges and trade schools for exemption from ESL, reading knowledge of 70 percent of the 5,000 most frequently occurring English words, and oral/aural proficiency approximately equivalent to United States Foreign Service Scales 5-3. Table 1 presents information about the students.

TABLE 1

Estimated Distribution ESL Students

Characteristic	School							
	Faga'itua N=311		Leone N=441		Samoana N=672		Total N=1424	
	f	P	f	P	f	P	f	P
Grade Level								
9th	85		119		198		402	
10th	62		136		119		317	
11th	71		68		113		252	
12th	48		68		107		223	
ESL Level								
High	92		64		130		286	
Middle	132		229		293		654	
Low	42		98		114		254	
No response or ESL exempt	45		50		135		230	

Most students use English only sometimes during out-of-class conversations while only 2 percent reported using English often. Twenty-three percent of the students reported they seldom used English. Most students are assigned to middle level ESL classes.

Organizational Structure

The American Samoa Department of Education is responsible for the free public education of all residents from early childhood through post-secondary, adult programs. This responsibility is not delegated to villages, counties, or local government districts. There are no "school districts" other than the one whole territory.

The Department is administered by the Director of Education and the Territorial Board of Regents, an advisory board appointed by the Governor of American Samoa.

Budgeting and accounting for the Department is done primarily by division, including Early Childhood Education, Elementary Instruction, Secondary Instruction, Instructional Television, and the Community College. The various schools are not separately budgeted.

All recruitment and hiring for the Department is done by the central administrative staff, and the divisions assign personnel to the various schools on the basis of need.

Curriculum in the elementary and secondary schools is determined by interdivisional curriculum standing committees and published in the form of curriculum guides. Principals

are responsible for ensuring that teachers follow the prescribed curriculum. Further uniformity of educational opportunity is provided for through regularly scheduled meetings of all principals within each division.

The administration of ESEA Title I Grant Awards is greatly simplified because of the above "single district" structure of the Department. It is further simplified because to date only one project has been funded. That one project has dealt with the single most critical need as determined in 1970 and confirmed by the Parent Advisory Council in 1972. The identified need is for students to manifest greater English language proficiency at the secondary level.

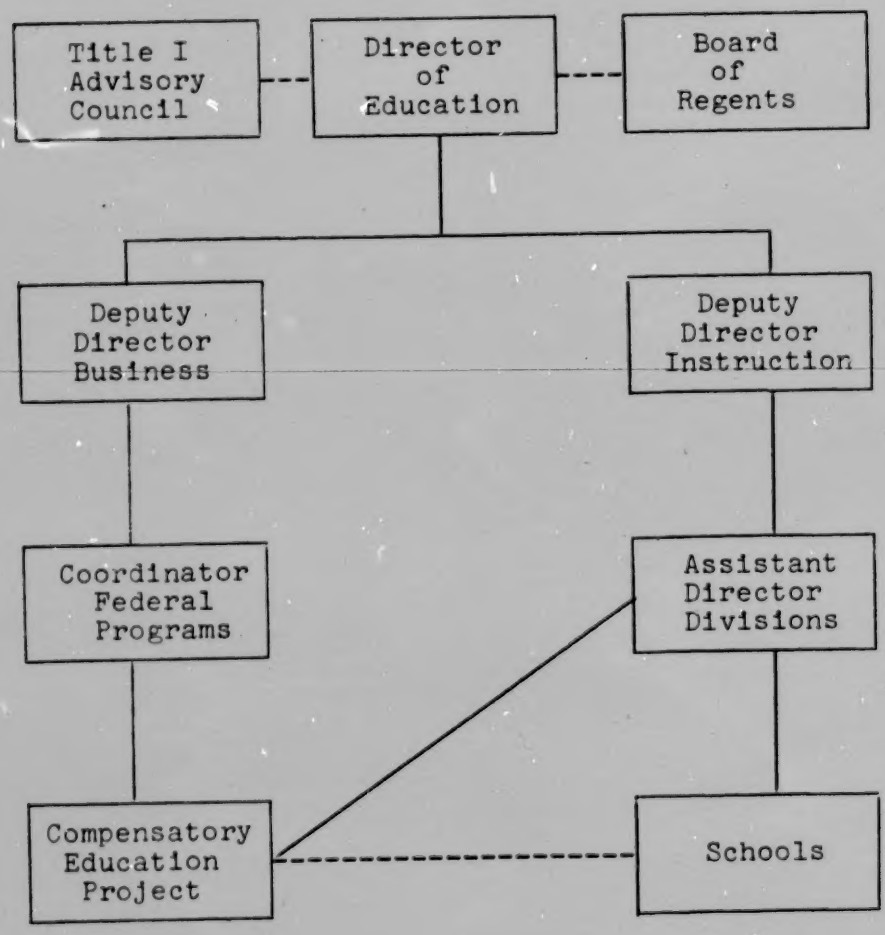
The position of the ESEA Title I staff in the organizational structure of the Department of Education has not been clearly defined. The most appropriate and effective position is still a matter of some discussion. Table 2 shows an approximation of the roles exercised during FY 74.

Title I Advisory Council. The basis for involving parents and other American Samoans in planning, implementing, and assessing the program in 1973-74 was the Title I Advisory Council. In turn, members of this Council have a responsibility to encourage the involvement of others and to present their views and comments.

The role of the Title I Advisory Council is to provide for active and significant community involvement in program planning, implementation, and assessment. The Council is

TABLE 2

ESEA Title I Program
Organizational Chart



_____ Direct Supervision

---------- Cooperation, advice, limited supervision

scheduled to meet at least four times a year to carry out these roles:

1. Provide information concerning educational needs. This function was carried out informally in the original planning of the program. Organization of the Advisory Council provides the Department of Education with a method to monitor this input continuously and systematically.
2. Participate in proposal development. The Title I plan was reviewed by the Advisory Council.
3. Act as a hearing group to receive suggestions. The agenda of Council meetings regularly provides the opportunity for interested citizens to express their views and suggestions. The Council chairman is responsible for recording these comments and submitting them to the program staff.
4. Disseminate information on the program to others. Members of the Council provide liaison between the program staff and the community. To fulfill this role, they provide others with information by making presentations to groups and assisting the staff in answering questions about the program.

Assistant Director, Secondary Division. Administration of the Secondary Division is assigned to an Assistant Director of Education. Administration includes supervising all administrators and teachers at the secondary level, reviewing content and quality of lessons taught in the secondary schools, and supervising curriculum planning and inservice training. The Assistant Director, Secondary Division:

1. Assists in administering the Secondary Division budget
2. Helps develop TV and classroom programs that involve students through discussion and interdisciplinary activities
3. Makes decisions that affect general and specific administration policies of the Secondary Division
4. Maintains direct supervision over the activities of the secondary television instructors and secondary language specialists
5. Makes certain that secondary principals, classroom instructors, supervisors, and all other secondary personnel are on the job
6. Sees that secondary schools have adequate facilities, materials, and classroom teachers
7. Assists in determining the scope, sequence, and relative difficulty of secondary instruction

State Coordinator of Federal Programs. It is the responsibility of the Coordinator to supervise all aspects of federal grant programs in the Department of Education. This is a 12-month position under the direct supervision of the Deputy Director, Business.

General areas of responsibility include program planning and development, operational analysis, budget control, long-range planning, and program evaluation. Specific duties include:

1. Establishing procedures and standards for implementation of federally funded programs and evaluating compliance to the standards

2. Reviewing goals, objectives, activities, and procedures of proposed federally funded programs to correlate them with overall budget requirements and the projection of Department of Education activities as required by federal law

3. Developing guidelines for continuity and consistency in the planning, operation, and evaluation of federally supported programs and providing a systematic plan for modification of existing plans when necessary

4. Serving as liaison officer in coordination of all aspects of federal grants with the Office of Administrative Services

5. Working directly with the Director of Education, the Deputy Director of Business, and the Deputy Director of Instructional Services, as well as the heads of all branches of the Department of Education, to develop programs that meet the needs and objectives of the overall educational program

6. Processing all correspondence of federal grant nature with appropriate federal agencies

7. Communicating directly with the Governor of American Samoa to receive his evaluation and approval as required by federal program regulations

8. Disseminating all information pertaining to federal grants to the appropriate personnel within the Department of Education as well as those outside the Department

9. Overseeing the expenditure of all funds allotted to the Department of Education through federal grants; acting in this capacity as advisor to program administrators, suggesting

and recommending expenditures to be authorized and those to be rejected

10. Representing the Department of Education and the Government of American Samoa in conferences and conventions related to federal programs

11. Acting as liaison between the Government of American Samoa and the directors and consultants of federal agencies located in Washington D.C.

ESEA Title I Coordinator. Daily management and supervision of the ULA program is provided by the Title I Coordinator. This is a 12-month position under direct supervision of the Assistant Director, Secondary Division.

General duties of this position include program planning and evaluation, budget preparation, proposal development, reviewing proposals for Title I projects, and ensuring that the Title I program remains consistent with goals and policies of the Department of Education. Specific responsibilities of the Title I Coordinator include:

1. Preparing an annual proposal and budget for the ESEA Title I Program

2. Estimating federal grant expenditures for secondary English five years in advance

3. Requesting the purchase of supplies, materials and equipment

4. Requesting the hiring of personnel as budgeted and required by the program

5. Participating in the parent and staff advisory councils as required by the proposal

6. Planning the participation of private schools in the program with their administrators as required by ESEA Title I regulations and the program proposal

7. Evaluating the program and disseminating information as required by the proposal

8. Reviewing the manpower requirements of the program, ensuring that the goals are met efficiently and within reasonable time limits in order that ESEA Title I financing can be phased out and the funds used for other programs

9. Supervising and assisting the planning of effective curriculum, approach, and methodology for teaching English-as-a-Second-Language and Language Arts

10. Supervising and assisting in writing ESL materials, a language arts handbook, and the preparation of diagnostic and achievement test instruments

11. Arranging for publication of validated materials through the Government Print Shop or a suitable printing and publishing house

Supervision includes assigning work, establishing performance standards, evaluating performance, recommending employees to fill vacancies, and ensuring that the operations of the program are efficient and economical. The Coordinator also provides guidance to approximately 34 teachers and the Title I staff by determining the methodology to be used in the classrooms and training situations, by ensuring that the materials prepared meet the needs of the students and teachers in the classroom, and by advising classroom teachers'

immediate supervisors on the basis of classroom observations.

Title I Central Staff. Four language and language learning specialists made up the original FY 74 Project ULA central staff. Two of these specialists have MA's in ESL, one has an MA in English and one has an MA in linguistics. Three of the specialists have teaching certificates in English or ESL. All four of the staff have teaching experience ranging from five to eleven years. Three had several years teaching experience in ESL before coming to American Samoa, and all of their teaching experience has been at the secondary level or above or in ESL.

The responsibilities of the staff are divided. The teacher trainer upgrades the language teaching abilities of the secondary teachers and prepares them to teach the secondary curriculum. The Language Arts Specialist writes, publishes, and disperses a Language Arts Handbook that includes objectives, exercises and instructional software for grades 9-12. The two ESL Specialists write, revise, publish, and disperse the materials for the ESL classes, grades 9-12, including the series of ESL texts, This Way Up. In December 1973, the Language Arts Specialist left the project. Her position was not filled. As a result, some project activities were altered, and some were cancelled.

Project Goals and Objectives

The goals and objectives of the American Samoa Department of Education provided the philosophic basis for

designing the Title I ULA program. The Department is committed to helping each person develop as an individual who has the skills, attitudes, and knowledge necessary to be a fluent, literate bilingual in Samoan and English, and to have respect for Samoan traditions and culture. Specific goals for ULA include:

1. Correct individual areas of deficiency in English language competence
2. Raise the level of proficiency in the English language enabling the student to read and express more sophisticated thoughts and ideas in English and to cope with the English medium of instruction in other courses
3. Develop language related study skills, such as research skills, outlining, note-taking, and dictionary use
4. Develop written and oral self-expression techniques

Nine long-range objectives were adopted to guide ULA during the 1973-74 school year. Program objectives include:

1. Reading

   By 1978, 60 percent of graduating Samoan secondary students, after reading selections from stateside high school texts, will be able to answer basic comprehension questions on the material indicating a reading comprehension level of at least adult basic literacy.

2. Listening

   By 1978, 40 percent of graduating Samoan secondary students in the English-as-a-Second-Language (ESL)

program, when exposed to a native speaker of English lecturing on material from a stateside secondary course, and to two or more native speakers discussing that topic, will be able to answer basic comprehension questions on the material.

3. Speaking

By 1978, 40 percent of graduating Samoan secondary students in the ESL program, when tested by two or more native speakers of English, will achieve an FS level 5-3 score or equivalent on a similar measurement instrument.

4. Writing

By 1978, 40 percent of graduating Samoan secondary students when given a topic familiar to them, will be able to compose a 25-word paragraph correctly punctuated and organized and sufficiently free of grammatical errors to be readily understood by a native speaker.

5. Attitude

Each year, beginning in 1975, tests on student attitudes toward Samoan language and culture will indicate no decrease in scores from the previous year.

Process Objectives include:

1. Test Development

By June 1974, a battery of Samoan culture-based tests will be purchased, written, or adapted to measure student achievement in reading comprehension, speaking, and listening.

2. Inservice

By September 1973, an inservice teacher training program will be instituted to upgrade teachers' language teaching methods (and knowledge of the theoretical base of those methods).

3. Materials Usage

A review of lesson plans and classroom observations will reveal that at least 75 percent of the project teachers have appropriately applied project materials and techniques in the classroom.

ULA product objectives were analyzed in two ways: (1) their relationship to the program goals, and (2) their technical completeness as objectives according to specified criteria. Tables 3 and 4 display analyses of the ULA objectives.

Instructional Program

Instruction refers to the content, methodology, and organization of learning activities in the ULA Program. The content builds upon the language instruction students experienced in elementary schools. Instruction, which is in two parts, is designed to assist underachieving students attain the English language objectives previously listed in this report.

One part is an English-as-a-Second-Language (ESL) class consisting of a 45-minute period of instruction daily and concentrating on "language competence." Content of ESL classes includes that part of language development which is

TABLE 3

Analysis of Relationships Among
ULA-DOE Goals and Product Objectives

ULA-DOE Goals	Reading	Listening	Speaking	Writing
A. Correct individual areas of deficiency in English language competence.	X	X	X	X
B. Raise the level of proficiency in the English language enabling the student to read and express more sophisticated thoughts and ideas in English and to cope with the English medium of instruction in other courses.	X	X	X	X
C. Develop language related study skills, such as research skills, outlining, note-taking, and dictionary use.	X	X	X	X
D. Develop written and oral self-expression techniques	-	-	X	X
E. Help each person develop as an individual who has skills, attitudes, and knowledge necessary to be fluent, literate, bilingual in Samoan and English, and to have respect for Samoan tradition and culture.	X	X	X	X

TABLE 4

Technical Analysis of ULA Objectives
According to Specified Criteria

Objective	Criteria				
	Performer Identified	Behavior Identified	Condition Specified	Criterion Level Established	Measuring Method Identified*
1	X	X	X	X	X
2	X	X	X	X	X
3	X	X	X	X	X
4	X	X	X	X	X
5	-	X	-	X	X
6	-	X	-	-	X
7	-	X	-	X	X
8	X	X	X	X	X
9	X	X	X	X	X

*Measuring methods, while not included in the written objectives, have been specified in the evaluation design.

not taught to native speakers of English: the phonology, morphology, lexicon, semantics, and syntax which a native speaker knows.

ESL content can be divided into two subparts. One subpart emphasizes listening and reading comprehension: comprehension of spoken and written English and recognition of correct and appropriate English usage. The second subpart focuses on oral production: the expression of students' ideas and feelings in correctly spoken English.

The content of instruction presupposes that students have been exposed to considerable English language instruction, and that they already can succeed to some extent in communicating in English. The problem being dealt with is incomplete comprehension and understanding, i.e., failure to detect distinctions intended by the speaker or writer, or failure to comprehend more than is conveyed by the words alone.

Students who master the ESL portion of the program, or who demonstrate the required proficiency by examination, do not participate in this phase of instruction.

The second part of instruction consists of the Language Arts classes. One 45-minute period of instruction daily is concerned with Language Arts content which is normally taught to native English speakers. This part of instruction deals specifically with secondary English Language Arts goals. Content helps students develop reading comprehension, language-related study skills, research skills, outlining,

note-taking, and dictionary use. In addition, students are provided opportunities to develop written and oral self-expression techniques.

Methodology. Instruction also includes the teaching activities, the types of interactions, and the learning principles underlying the ULA Program. ULA classes are predominantly teacher directed. Teachers use a variety of spoken and written activities ranging from controlled and directed use of language to free communication. These activities include teacher presentation of the language objective, student oral practice, question/answer sessions, listening comprehension exercises, reading, writing, discussions, role playing, etc. The focus of the learning process is on learning through use of language rather than on learning through the application of language rules. A common learning cycle is for a concept to be introduced through teacher demonstration followed by an activity that allows the student to apply his knowledge.

TextBooks and workbooks are available for all students, and supplementary materials are available in each school. Each school has its own teacher resource center.

Organization. ULA classes are organized by grade level with aproximately 20-25 students per class. Registration is managed by the individual school with assistance from the Title I staff. Target students progress through semester courses. Provision is made for ESL students to matriculate out of the ULA program.

Target students attend two 45-minute classes per day of special instruction. One period is primarily devoted to basic English competence in speaking and listening skills and is referred to as the English-as-a-Second-Language (ESL) class. The second period consists of instruction in language application skills, e.g., reading-writing, and is called the Language Arts class.

Instruction Materials

Instructional materials consist of textbooks, workbooks, supplementary books, and other media available for classroom use in the ULA Program. Program acquisition, development and dissemination of instructional materials fell into three general categories during the 1973-74 school year:

1. Selection and purchase of stateside materials.
2. Preparation and publication of locally relevant materials.
3. Selection and purchase of supportive hardware.

Stateside purchased materials included teacher reference materials, supplementary readers written in somewhat simplified English, educational materials kits, paperback dictionaries for students of English, and special materials, e.g., word puzzles.

Locally developed and published materials included a complete handbook for Language Arts classes, an extensive series of student exercises, cross-referenced to the handbook, continuation of a series of special texts, This Way Up,

for the ESL classes, and an accompanying handbook for ESL methodology including guide to the use of This Way Up and supplementary exercises.

Supportive hardware included continued use of tape recorders put into service during 1971-72.

Language Arts. The Language Arts Handbook for teachers provides the basis and the main source for the classroom teacher in the language arts program. Coordinated with the Secondary English Language Curriculum Guide, this handbook contains the objectives of the program, as well as suggested teaching approaches for the objectives. The revised handbook, consisting of 12 units, was distributed to teachers in January, 1974. It contains, in addition to the objectives, copies of exercises, quizzes, and visual aids for the teacher to use in class sets, and references to a library of approximately 45 teacher resource books.

Unit I of the handbook contains appendices listing the additional materials available for a teacher's use in class sets. These materials include the following:

1. Anthologies
   On several levels, these are readers for student use. Some contain study skills questions and/or comprehension questions. All have teacher's guides and answer keys.
2. Visual materials for overhead transparency machines
   These cover reading comprehension and study skills

3. Skills books
   A variety of skills are included, such as study skills, job skills, and word skills.

4. Kits
   Includes SRA kits, remedial reading kits, and kits for both reading and writing skills. Approximately 15-20 different kits in all.

5. Class sets of books for teaching reading comprehension and for improving student interest in reading.
   Many titles and levels of reading are represented, as well as a wide variety of interests. There are both structured and unstructured readers. Included are books from several sources recommending books for second-language learners. There are about 135 different titles.

6. Dictionaries

English-as-a-Second-Language. Beginning in July of 1972, the development of book three of This Way Up introduced a shift in emphasis in the instructional methods and materials in the ESL classroom. Essentially, the shift was away from rule-centered materials and activities to language use materials and activities which emphasize student-to-student communication and student-to-teacher communication.

While usage rules remain a small part of the instructional materials, the rules function only as a rough introductory guide to the correct use of language. Students no longer are expected to cite rules to justify the use of a particular structure.

The new materials stress the presentation of language in discourse form rather than in the form of isolated sentence structures. Exercises consist of short plays, stories and conversations. The exercises are taped to give the students access to accurate native-speaker language models. Therefore, language learning comes from the observation of the language model, followed by language use in actual communication that is ultimately reinforced through written exercises.

In printed form, the stories, plays, and conversations allow the student to make appropriate selections from contrasted grammatical structures.

The materials focus primarily on the complex verb structure of English, introducing the structures in a sequenced manner. The sequence is determined by considerations such as frequency of use by speakers of English (and hence immediate need on the part of the students for those structures) plus considerations of ease of learning. The more easily learned structures are generally taught before the more difficult structures.

In September 1973, Units 1, 2, 5, and 6 were available for classroom use. In January 1974 portions of the revised Book 3 were made available, in September an ESL handbook consisting of methodology, a This Way Up teaching guide, and supplementary exercises were distributed.

Aside from locally developed materials tailored to the needs and interests of Samoan students, certain commercially

available materials are used. These included the Institute of Modern Language materials, the Educational Development Laboratory's vocabulary materials, and a number of short plays.

Physical Facilities

Project ULA classes are held in the four high schools in American Samoa, three high schools on Tutuila and one on Ta'u in Manu'a District, during the 1973-74 school year. At Samoana High School there are 14 English classrooms; at Faga'itua 6; at Leone 12; and at Manu'a 2.

Each high school has a resource center in the English teachers' workroom. The resource centers contain reference books on language arts and ESL techniques and methodology, sample texts and supplementary teaching materials. Each resource center contains over 100 titles. An ESL file of cassette tapes of This Way Up exercises is maintained as well as a Language Arts file containing class sets of exercises cross-referenced to the Language Arts Handbook. Each resource center also has a ditto machine.

ULA Instructional Staff

ULA instructional staff consists of the high school English teachers. Information about their educational and experience backgrounds was collected from the teachers through the form shown in Appendix A. It is estimated that the annual turn-over rate is one-half of the teachers

in the Title I Program. Information about the ULA instructional staff is displayed in Table 5.

Some conclusions about the ULA instructional staff can be drawn from Table 5. There tend to be slightly more female than male teachers. Of the total group, at least eighty-one percent hold either BA or MA degrees compared to seventy-two percent in 1972-73. Forty-five percent of the instructional staff have degrees with field of study considered relevant to ESL teaching while fifty-one percent are fully certified to teach. All faculty are under fifty years old with sixty-seven percent in their twenties or early thirties.

Ninety percent of the Title I teachers are rated highly proficient in English while only seventeen percent are rated highly proficient in Samoan. Seventy percent of the teachers have taught three years or less in Samoa. Forty-four percent have four or more years of previous ESL teaching experience.

Staff Development

Staff development activities consisted of planned interactions between the Title I Teacher Trainer and the ULA instructional staff. Activities included inservice workshops, staff meetings, and individual conferences with ULA teachers in their schools. The focus of staff development activities was to increase ULA teachers' ability to plan and conduct instruction effectively and to use new

TABLE 5

Distribution of Characteristics of Title I Teachers

Characteristic	School								Total	
	Faga'itua		Leone		Manu'a		Samoana			
	N	%	N	%	N	%	N	%	N	%
Age										
48+										
44-48							1	6.25	1	2.56
39-43										
34-38	1	11.11	2	16.67			1	6.25	4	10.26
29-33	5	55.56	3	25.00	1	50.00	7	43.75	16	41.03
28-24	1	11.11	7	58.33			6	37.50	14	35.90
below 24	1	11.11							1	2.56
missing data	1	11.11			1	50.00	1	6.25	3	7.69
Sex										
Male	6	66.67	6	50.00	1	50.00	4	25.00	17	43.58
Female	3	33.33	6	50.00	1	50.00	12	75.00	22	56.42
missing data										
Marital Status										
Married	8	88.89	3	25.00	1	50.00	12	75.00	24	61.53
Single	1	11.11	9	75.00	1	50.00	4	24.00	15	38.47
missing data										
Childhood Residence										
Am. Samoa	1	11.11	1	8.33			2	12.50	4	10.25
West. Samoa	1	11.11	1	8.33					2	5.12
U. S. A.	6	66.67	10	83.34	1	50.00	10	62.50	27	69.26
Other							4	25.00	4	10.25
missing data	1	11.11			1	50.00			2	5.12
Highest Degree										
MA	3	33.34	1	8.33	1	50.00	4	25.00	9	23.08
BA	2	22.22	8	66.67			9	56.25	19	48.74
AA										
Feleti	1	11.11	1	8.33					2	5.12
None	2	22.22	2	16.67			3	18.75	7	17.94
missing data	1	11.11			1	50.00			2	5.12
Field of Study										
ESL	1	11.11					1	6.25	2	5.12
Eng.	1	11.11	8	66.67			3	18.75	12	30.80
Sec. Ed.							1	6.25	1	2.56
Communication Arts			1	8.33			1	6.25	2	5.12
Other	6	66.67	3	25.00	1	50.00	10	62.50	20	51.28
missing data	1	11.11			1	50.00			2	5.12

Characteristic	School								Total	
	Faga'itua		Leone		Manu'a		Samoana			
	N	%	N	%	N	%	N	%	N	%
Certified to Teach										
No	4	44.45	4	33.33	1	50.00	8	50.00	17	43.59
Yes	4	44.45	8	66.67			8	50.00	20	51.29
missing data	1	11.10			1	50.00			2	5.12
Teaching Experience										
A. Sec. English: A. Samoa										
1-2 years	3	33.33	10	83.33	1	50.00	11	68.75	25	64.10
3-4 years	4	44.45	2	16.67			5	31.25	11	28.20
missing data	2	22.22			1	50.00			3	7.70
B. Years Teaching in Samoa										
1-3 years	5	55.56	9	75.00	1	50.00	13	81.25	28	71.80
4-6 years	2	22.22	3	25.00			3	18.75	8	20.51
missing data	2	22.22			1	50.00			3	7.69
D. Years Teaching Non-Native Eng. Speakers										
1-3 years	4	44.45	5	41.67			13	81.25	22	56.41
4-6 years	3	33.33	7	58.33	1	50.00	2	12.50	13	33.33
7-9 years							1	6.25	1	2.57
missing data	2	22.22			1	50.00			3	7.69
E. Years Sec. Teaching Exp.										
1-3 years	4	44.45	5	41.67	1	50.00	10	62.50	20	51.28
4-6 years	3	33.33	5	41.67			5	31.25	13	33.34
7-9 years			2	16.66			1	6.25	3	7.69
missing data	2	22.22			1	50.00			3	7.69
F. Total Years Teaching										
1-3 years	3	33.34	3	25.00			7	43.75	13	33.33
4-5 years	2	22.22	6	50.00			3	18.75	11	28.21
6-7 years	2	22.22	2	16.67	1	50.00	4	25.00	9	23.08
7-9 years	1	11.11					2	12.50	3	7.69
10+ missing data	1	11.11	1	8.33	1	50.00			3	7.69

Characteristic	School								Total	
	Faga'itua		Leone		Manu'a		Samoana			
	N	%	N	%	N	%	N	%	N	%
Ability to use English										
Near native or native	6	66.67	12	100.00	1	50.00	16	100.00	35	89.76
Sufficient for instruction	2	22.22							2	5.12
Sufficient for routine instruc.										
Insufficient for classroom										
missing data	1	11.11			1	50.00			2	5.12
Ability to use Samoan										
Near native or native	1	11.11	2	16.67					3	7.69
Sufficient for instruction	1	11.11							1	2.56
Sufficient for routine instruc.			3	25.00			4	25.00	7	17.97
Insufficient for classroom	6	66.67	7	58.33	1	50.00	12	75.00	26	66.66
missing data	1	11.11			1	50.00			2	5.12

instructional materials successfully. Inservice training was provided for thirty-eight classroom teachers in Language Arts and English-as-a-Second-Language during 1973-74. The following section represents a summary of those activities.

Inservice sessions dealing with methods and techniques of ESL teaching and specific suggestions for teaching program materials were held in the schools.

From June 18 to July 13 the University of Hawaii held an extension course here, ESL 580, a methodology class in teaching English as a second language involving practice teaching, demonstration classes, seminar-type discussions and lecture. The Title I Teacher Trainer was responsible for the secondary section of this course, and nine secondary English teachers participating in the 100 hour program.

A "general" category of inservice assistance included the following: (a) collecting teacher-written classroom materials and activities, (b) preparing these materials for teachers in other schools, (c) being available at each school to take part in meetings with teachers with problems or questions concerning teaching techniques and materials, (d) determining needs for teacher resource centers in each school, (e) developing and maintaining a file on each teacher in the project to include background information, schedules, materials used, assistance received from the Project ULA staff, observation reports, and inservice training received, (f) teaching one regular ESL class at Samoana High School both semesters to test methods and program materials. A

Community College course, ESL Methodology for Secondary teachers, was held at Samoana and Leone High Schools second semester.

Program Costs

The ULA Program is financed by ESEA Title I funds. The Government of American Samoa provides facilities for the program. Approximate FY 73 costs as of June 30, 1973 are displayed in Table 6.

TABLE 6

Project Expenditures*

	'73 Carryover	'74 Grant, as of 3/31/74	Total
Personnel	$ 137,429	$ 22,355	$159,784
Travel	5,294	2,482	7,776
Contract	8,222	154	8,376
Equipment	751		751
Materials & Supplies	8,050	70	8,120
TOTAL	$159,746	$ 25,061	$184,807

*This information is based solely on the most recent available monthly budget vs. expenditure reports prepared by the accounting office.

PROJECT EVALUATION

Evaluation is used in this report to mean the process of systematically collecting, analyzing, and reporting information that decision makers consider necessary for judging the efficiency and effectiveness of the ULA Program.

Evaluation Design

The evaluation for 1973-74 specified the collection of both process and product information.

Process Evaluation. During this phase of the evaluation, information about ULA's management, plans, and implementation procedures was regularly collected and fed back to decision makers. The purposes included identifying problems in the program design or its implementation, providing timely information for program managers, and monitoring program implementation. The reason for conducting the process evaluation was to allow the staff to improve ULA while the program was in progress.

To facilitate the process evaluation, a Management and Evaluation Matrix for Upgrading Language Abilities was designed that included process objectives for each of the program components, designation of the person responsible for each task, completion dates, and space for evaluative comments relative to each process objective.

Process objectives (tasks) are described in Column I. The person or group responsible for seeing that the task is

completed is specified in Column II. Column III indicates the desired date of completion. The evaluation documentation, Column IV, indicates what must be on file as evidence (trace) that the task was in fact completed.

The project director determined the extent to which specific project management objectives (tasks) were met at each stage of the project's development. With the completion of each project task, the director was to record the disposition of that task in Column V and to maintain a file which included necessary documentation specified in Column IV and V. During the final evaluation the evaluator verified the completion of each task. Column VI, Projected Modification for Subsequent Planning, includes information to guide the revision and refinement of the project.

The completed matrix is included in this report as Appendix B, pages 71-98.

Evaluative Criteria for Product Evaluation. Long-range success of the ULA project is based on the increased language ability of Samoan secondary students. The evaluation in this context requires linear data and measurement of cumulative long-rang effects.

The target population consisted of all 9th, 10th, 11th, and 12th grade students in English-as-a-Second-Language (ESL) classes attending the four public high schools of American Samoa. Descriptive data about the student were previously displayed on page 11.

Criterion variables. Cognitive achievement was measured with the EST developed and refined the previous year. Through the evaluation processes during FY 73, several important developments resulted which enhanced FY 74's evaluation design. For example, the English Structure Test (EST), used as a project achievement instrument, was developed, field tested, and now reflects acceptable standards of validity and reliability; it provides baseline data for the FY 74 evaluation. In addition, a computer-based information system initiated in FY 73 has begun to provide measures of cumulative long-range effect of the ULA project. Both of these factors added strength to the FY 74 evaluation.

FY 74's product evaluation examined the effects of seven predictor variables on one evaluative criterion variable, the English Structure Test (EST). The following predictor variables were included in the evaluation: grade level, ESL level, use of project materials, teacher's degree. teacher's sex, teacher's level of certification, and teacher's experience as an ULA teacher.

Data on the grade level and ESL level were collected on student Biographical Information Form. Grade level covered the four high school grades. The predictor variable "language level" consisted of three values: high ESL middle ESL, and low ESL. Target students were divided among the three values based upon language proficiency grouping in each high school. Proficiency grouping decisions were based on principal and teacher recommendations and achievement

test scores. "Language level" was determined by the ESL proficiency group to which each student was assigned for the 1974-75 school year. High ESL is defined as a student who is able to learn from English medium instruction nearly as well as a native speaker; middle ESL is defined as a student who is able to learn from English medium instruction with difficulty and more slowly than a native speaker; low ESL is defined as a student who is not able to acquire significant learning from English medium instruction.

Data on the teacher degree, teacher sex, level of certification, and experience as ULA teacher come from personnel records and through individual interviews conducted by the Title I staff. Data concerning teacher usage of material with students were derived from each project teacher's class plan and from classroom observation by project staff. Table 7 reports the data on usage of materials.

TABLE 7

Usage of Project Material in ULA Classes

Usage of Materials	No. of Classes	Percent
High Usage	20	33.9
Medium Usage	20	33.9
Low Usage	19	32.2
Total	59	100.0

Evaluation Questions. The purpose of developing evaluation questions was to avoid the common error made in evaluating programs by building the evaluation exclusively around

a set of program objectives. Stenner[3] lists at least two deficiencies of this practice.

1. Analysis techniques must related to evaluation questions, not program objectives; and

2. treating objectives as the foundation for the evaluation limits the possibilities for providing information and for relating one objective to another.

The project staff and evaluator generated evaluation questions by analyzing the classes of information necessary to satisfy project information requirements. The task in question generation was to analyze all possible combinations of three sets of variables (product objective, program organization, and target population) necessary to satisfy program information requirements.

The following were identified as important evaluation questions for the Upgrading Language Ability Project:

1. Are program milestones being attained on time?

2. Do students who use ULA materials gain more than those who do not use the materials?

3. What types of students gain most from the program and what types gain least?

4. How is the teacher's educational level related to student performance?

5. How are teacher attitudes related to program implementation?

6. To what degree have teachers appropriately applied project materials and techniques in classroom instruction?

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[3]A. Jackson Stenner, An Overview of Information Based Evaluation: A Design Procedure. Institute for Development of Educational Auditing, Arlington, Virginia. 1972.

7. What are the costs of the project?

8. Is there adequate support for ULA from school and Department of Education administration?

9. Is the project staffed with qualified personnel?

10. Is concentrated instruction effective in relieving specific deficiencies?

11. Do teachers find the project-developed and project-purchased materials appropriate for their teaching skills and their students' language proficiency?

12. Is there a relationship between materials use and teacher participation in inservice training?

13. Is there a relationship between teacher participation in scheduled inservice and pupil performance?

14. Do inservice training activities help teachers' self-confidence in teaching?

15. Did the teachers consider the ULA class plan helpful?

Instrumentation Selection

Table 8 outlines the instrumentation and data collection procedures for each evaluation question. Instruments are included in the appendix section of this report.

Data Collection and Analysis of English Structure Test

The EST results from May, 1973 provided pre test data for all target students grades 10, 11, and 12. An EST pre test was administered to all freshmen of the target group in October 1973. Title I staff members monitored the testing procedures in the high schools. Testing was conducted

Table 8

Data Collection Procedures and Evaluation Monitoring Plan
Upgrading Language Ability

Evaluation Question	Instrument		Data Collection		Data Analysis
	Name and Type	Date Available	Date Scheduled	Sample	
1. Are program milestones being attained on time?	Management and Evaluation Matrix	Oct. '73	Dec. '73-April '74	All activities, all records	Descriptive analysis
	Project records		May '74		
2. Do students who use ULA materials gain more than those who do not use the materials?	Class plan	Oct. '73	Oct. '73	All students	Variance analysis
	English Structure Test (EST)	Oct. '73	Oct. '73 (May '73)	All students	Variance analysis
3. What type of students gain most from the ULA program and what types gain least?	Student Biographical Information Sheet	Oct. '73	Oct. '73	All students	Variance analysis
	Class Plan (to see if ULA program used with students)				
	EST	Oct. '73	Oct. '73 (May '73)	All students	Variance analysis
4. How is the teacher's educational level related to pupil performance?	Teacher Information Sheet	Oct. '73	Oct. '73	All project teachers	Variance analysis
	EST	Oct. '73	Oct. '73	All project teachers	Variance analysis

Data Collection Procedures and Evaluation Monitoring Plan
Upgrading Language Ability

Evaluation Question	Instrument		Data Collection		Data Analysis
	Name and Type	Date Available	Date Scheduled	Sample	
5. How are teachers' attitudes related to program implementation?	Teacher Interview Record	Dec. '73	Dec. '73 to April '74	All project teachers	Descriptive analysis
	Attendance at inservice				
	Classroom Observation Checklist				Descriptive analysis
6. To what degree have teachers appropriately applied project materials and techniques in classroom instruction?	Teacher Information Sheet	Oct. '73	Dec. '73 to April '74	All project teachers	Descriptive analysis
	Classroom Observation Checklist				Descriptive analysis
7. What are the costs of the project?	Budget	Oct. '73	May	FY 72, 73, 74	Descriptive analysis
8. Is there adequate support for ULA from school and DOE administration?	Review materials		Nov.	All materials	Descriptive analysis

Data Collection Procedures and Evaluation Monitoring Plan
Upgrading Language Ability

Evaluation Question	Instrument		Data Collection		Data Analysis
	Name and Type	Date Available	Date Scheduled	Sample	
9. Is the project staffed with qualified personnel?	Staff Information Form	Nov.	Nov.	All project staff	Descriptive analysis
10. Is concentrated instruction effective in relieving specific deficiency?	Classroom observation ULA Plan EST	Oct.	Oct. -May	All students	Variance analysis
11. Do teachers find project-developed and project-purchased materials appropriate for their teaching styles and their students' language proficiency?	Teacher interview	Nov.	Ongoing	All project teachers	Descriptive analysis
12. Is there a relationship between materials used and teachers' participation in scheduled inservice programs?	Teacher inservice attendance record	Nov.	Ongoing	all project teachers	Descriptive analysis
	Classroom observation	Nov.	Ongoing		

Data Collection Procedures and Evaluation Monitoring Plan
Upgrading Language Ability

Evaluation Question	Instrument		Data Collection		Data Analysis
	Name and Type	Date Available	Date Scheduled	Sample	
13. Is there a relationship between teachers' participation in scheduled inservice and pupil performance?	Teacher inservice attendance record	Nov.	Each session Oct. - May	All project teachers All students	Variance analysis
14. Do inservice training activities help teachers' self-confidence in teaching?	Teacher interview	Nov.	April	All project teachers	Descriptive analysis
15. Did the teachers consider the ULA Class Plan helpful?	Teacher interview	Nov.	May	All project teachers	Descriptive analysis

under closely supervised conditions, using the same instructions and procedures in each classroom and allowing the same amount of testing time. Testing was preceded by inservice training for ESL teachers conducted by the Title I staff. Testing procedures and instructions are located in Appendix F pages 114-118.

Data by Grade Comparison 1973-1974. The first analysis involved a grade by grade comparison between 1973 and 1974 EST results in order to assess possible cognitive growth as measured by EST. One-way analysis of variance with repeated measures was used. Table 9 displays EST means and sample size for all categories for each year.*

TABLE 9

Evaluation Means for Participant Categories
Grade by Grade 1973-1974

Grade Level	1973		1974	
	n	m	n	m
9th	368	25.20	512	28.85
10th	412	27.46	366	29.45
11th	330	29.61	313	30.48
12th	214	29.72	259	33.95

*Data were gathered both years for the freshmen. However, different test forms were used in 1973 and 1974, therefore, comparisons were not included for freshman groups.

Applying the analysis of variance, a significant difference ($p. < .01$) was found to exist between 1973 10th grades and 1974 10th grades. The 1973 and 1974 12th grade classes were also found to be significantly different ($p. < .01$). Eleventh grades scores for 1973 and 1974 were not significantly different. Table 10 reports the analysis of variance data for each grade.

When a significant relationship was found between EST evaluation and one of the categories, the relationship was tested further using the Scheffe method which is an overall estimation of the strength of a relationship.

TABLE 10

Grade by Grade Comparison for
1973-1974 Students

Category	Source	SS	df	MS	F ratio
10th	Between	71,469.60	776	92.10	
	Within	769.00	1	769.00	
	Total	72,238.60	777		8.35**
11th	Between	34,017.07	641	84.27	
	Within	123.38	1	123.38	1.47NS
	Total	44,140.45	642	-	
12th	Between	35,499.27	471	75.37	
	Within	2,096.88	1	2,096.88	27.82**
	Total	37,595.09	472		

**Significant $p. < .01$

These findings would seem to suggest a positive influence of the instructional variable in grades 10 and 12

during 1973-74.

Evaluation Relative to Several Predictor Variables. A triple classifications analysis of variance was used to test for a relationship between achievement as measured by EST and the following predictor variables: grade level, language level, teacher's degree, teacher's sex, level of certification, usage of ULA materials with students, and experience as an ULA teacher.

Data were analyzed using Program AVAR23[4]. This technique permits classification of subjects into levels of two or three independent variables simultaneously. Tests of significance are computed for the general effects of each of the two or three "factors", as well as for their interaction effects upon the dependent variable.

An analysis of variance between achievement as measured by EST and predictor variables of materials usage and student levels was made. Table 11 displays EST means and sample size for each category.

[4] Fortran Programming for the Behavioral Science, Arnold V. Veldman. Holt, Rinehart and Winston, N.Y. 1967, p. 257.

TABLE 11

Evaluation Means and Sample Size for Participant Groups
Language Level - Material Usage

Category	Learning Level (ESL)					
	High		Middle		Low	
Materials Usage	n	m	n	m	n	m
High	52	36.135	277	29.206	60	21.500
Middle	96	37.365	176	26.375	37	22.000
Low	40	38.575	39	24.282	136	20.581

The analysis revealed an interesting relationship ($p. < .01$) between student achievement as measured by the EST and predictor variables of student level and ULA material usage. Relationship between student level and EST scores was significant. This was to be expected in that the student ESL grouping and EST achievement are both related to the student language ability.

In the high level group and the low level group there was no significant difference in achievement between high, medium, and low users of materials.

In the middle level group, the students using materials scored significantly higher ($p. < .01$) than students who did not use the material. Table 12 reports the triple analysis of variance data.

Figure 1 illustrates the findings in a graphic manner.

TABLE 12

Triple Classification Analysis of Variance
Student Level - Material Usage

Category Source	SS	df	MS	F ratio
Between		8		
A Material Usage	128.50	2	64.25	NS
B Student Level	25,528.40	2	12,764.20	231.13**
AB	910.00	4	227.50	4.12**
Within	49,918.88	904	55.22	
Total		912		

**Significant p. < .01

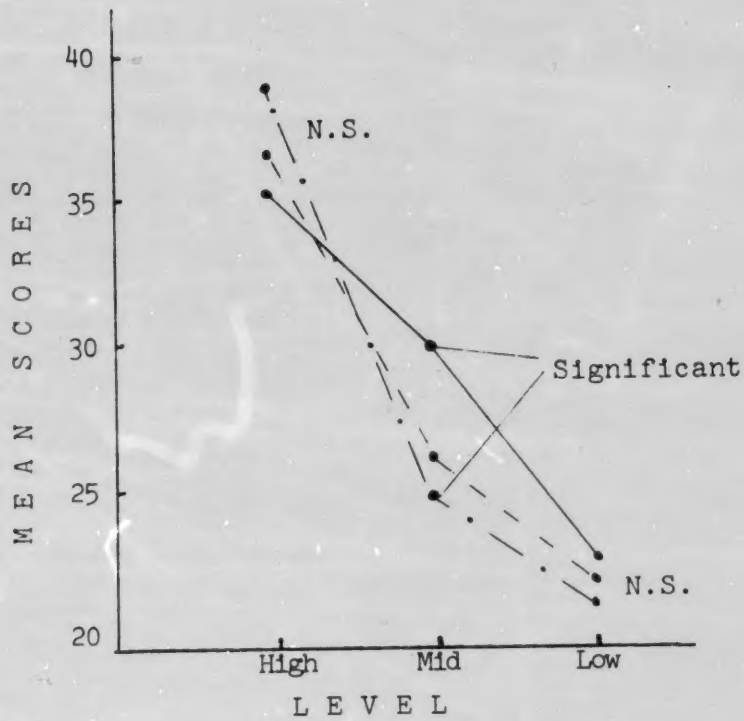
Analyses were also made of the relationship between EST scores, student level (low and middle), and teacher degree (MA, BA, non-degree). Table 13 presents EST evaluation means and sample size by category.

TABLE 13

Evaluation Means and Sample Size for
Participant Groups
Student Level - Teacher Degree

Category	Teacher Degree					
	MA		BA		Non	
LEVEL	n	m	n	m	n	m
Middle	131	27.88	333	27.71	125	27.62
Low	57	21.07	129	20.74	48	19.56

FIGURE 1



——— High Usage of Materials

– – – – Medium Usage of Materials

— · — Low Usage of Materials

Table 14 reports the analysis of variance data.

TABLE 14

Triple Classification Analysis of Variance
Student Level - Teacher Degree

Category Source	SS	df	MS	Evaluation
Between				
A Student Level	7,363.79	1	7,363.19	118.83**
B Degree	76.24	2	38.12	0.62 NS
AB	43.07	2	21.52	0.34 NS
Within	7,513.95	817	61.97	
Total		822	70.69	

**Significant p. < .01

There was no significant relationship found between teacher's degree level and achievement by mid and low students.

An analysis of the relationship between ESL achievement, teacher certification, and high, mid, and low level of students was made. Table 15 reports EST evaluation of means and size of samples by categories.

TABLE 15

Evaluation Means and Sample Size for
Participant Groups
Teacher Certification - Student Level

Category	Student Level					
	High		Middle		Low	
Certification	n	m	n	m	n	m
Certified	129	37.40	346	27.61	144	20.57
Non-Certified	157	36.43	308	27.45	110	21.21

There was no significant relationship found between teacher certification level (certified/non-certified) and student achievement. Table 16 reports the analysis of variance.

TABLE 16

Triple Classification Analysis of Variance
Teacher Certification - Student Level

Category Source	SS	df	MS	F ratio
Between				
A Certification	6.46	1	6.46	NS
B Student Level	42,891.04	2	21,443.52	386.62**
AB	107.84	2	53.92	NS
Within	65,898.36	1,188	55.47	
Total	108,903.70	1,193	91.29	

**Significant p.< .01

There was no significant relationship found between student achievement as measured by EST and the predictor variables of sex (male/female) and teacher experience (experience/no experience). The analysis of variance is reported in Table 17.

TABLE 17

Triple Classification Analysis of Variance
Teacher Experience - Sex

Category Source	SS	df	MS	F ratio
Between				
A Level	39,992.82	2	19,996.41	364.2349**
B Experience	22.41	1	22.41	0.4082NS
C Sex	11.35	1	11.35	.21 NS
AB	19.12	2	9.56	.17 NS
AC	155.68	2	77.84	1.14 NS
BC	245.01	1	245.01	4.46 NS
ABC	200.00	2	137.89	2.51 NS
Within	64,8 6.90	1,181	54.90	
Total		1,192	88.56	

**Significant p. < .01

The relationship between achievement and the predictor variables of grade level and student ESL level and school was examined at Samoana and Faga'itua. EST evaluation means and sample size by category are reported in Table 18.

Achievement level at Samoana High School was found to be significantly higher ($p. < .01$) than achievement level at Faga'itua High School. However there was no significant difference between grade level and achievement by low, mid, and high students.

TABLE 18

Triple Classification Analysis of Variance
Samoana and Faga'itua - Grade Level

Category Source	SS	df	MS	F ratio
Between				
A	2056.42	1	2056.42	39.57**
B	460.86	3	153.62	2.96
C	2388.03	2	11940.17	229.78**
AB	487.56	3	162.52	3.12
AC	133.56	2	66.78	1.29
BC	454.32	6	75.72	1.46
ABC	381.06	6	63.51	1.22
Within		778	51.96	
Total		801	58.25	

** Significant $p. < .01$

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the FY 74 evaluation of the ESEA Title I project, Upgrading Language Ability (ULA), was twofold: one to collect process information about program management and implementation; and two, to assess the extent to which the program achieved its goals and objectives. A set of evaluation questions was systematically developed to provide scope and quality to the evaluation design. A discussion of each question follows.

1. Were Project Milestones Achieved on Schedule? The evaluator reviewed the Management and Evaluation Matrix with the project director and verified the completion of project tasks. Data indicate that approximately 80% of all management tasks were completed as scheduled. Several management tasks were not accomplished (e.g., second semester teacher plan utilization and the development of Language Arts handbook unit phase II) because of the departure of the Language Arts specialist in December. Complete information relative to the disposition of intended management activities prescribed in the evaluation design is detailed in Appendix B.

Although some management tasks were not achieved, adequate data were collected to provide conclusions about the several components of the Title I program.

2. Do Students Who Use ULA Material Gain More Than Those Who Do Not Use the Material? Mid level students who were high users of ULA materials achieved significantly more than students not using ULA materials.

High level and low level students gain least from the project. The discovery that low students who use the ULA material do not perform better than low students who do not use the ULA material might be accounted for by the facts that 1) the ULA materials presuppose a modicum of facility with English and 2) in recognition of this, the project provides commercially available materials suited for beginning learners of English. The discovery that high students who use the ULA material do not perform better than high students who do not use the ULA material might be accounted for by an ability in this proficiency group to learn better from heavier exposure to uncontrolled reading materials such as are made available for use at the teacher's discretion. It is also not inconceivable to this writer that the language proficiency of this group is nearing the level where overt language instruction produces greatly diminished returns. If this hypothesis were to be shown to be correct, a wise course of action might be to lower the standards for exemption from ESL.

3. What Type of Student Gains Most From ULA Program and What Type Gains Least? As reported in question 2, mid level students who were high users of ULA materials achieved significantly higher than students not using ULA materials.

High level and low level students gain least from the project. The discovery that low students who use the ULA material do not perform better than low students who do not use the ULA material might be accounted for by the facts that 1) the ULA materials presuppose a modicum of facility with English and 2) in recognition of this, the project provides commercially available materials suited for beginning learners of English. The discovery that high students who use the ULA material do not perform better than high students who do not use the ULA material might be accounted for by an ability in this proficiency group to learn better from heavier exposure to uncontrolled reading materials such as are made available for use at the teacher's discretion. It is also not inconceivable to this writer that the language proficiency of this group is nearing the level where overt language instruction produces greatly diminished returns. If this hypothesis were to be shown to be correct, a wise course of action might be to lower the standards for exemption from ESL.

4. How Is the Teacher's Educational Level Related to Pupil Performance? Data analysis suggests that teacher's educational level is not significantly related to pupil performance on the EST. Other teacher predictor variables including certification (certified/non-certified) and experience as an ULA teacher were also found not to be significantly related to student achievement.

5. How Are Teacher Attitudes Related to Program Implementation? The project staff reported less utilization of project materials by teachers who did not regularly attend workshops. This likely affected student achievement at least in the mid level classes.

Teachers did not use complete class plans for second semester. Lack of data from this source had a negative effect on project monitoring.

6. To What Degree Have Teachers Appropriately Applied Project Materials and Techniques in Classroom Instruction? Data are not available.

7. What Are the Costs of the Project? During FY 74 the ULA ESEA Title I project expenditures included $184,807 through March 31, 1974. Budget break outs by cash flow objects are reported in Table 6 page 38.

8. Is There Adequate Support for ULA from School and DOE Administration? School and DOE administration always supported and cooperated with the project in arranging meetings, tests, and other requirements involving personnel. One school failed to act on requests by project staff to improve security for project equipment. Occasional long delays were experienced in shipping supplies to Manu'a High School but it is not known if these delays were caused by negligence on the part of Department of Education warehouse personnel or on the part of Government of American Samoa Port Facility personnel.

9. Is the Project Staffed with Qualified Personnel? The project appears to be staffed with personnel who meet the established qualifications.

The Title I central staff includes two specialists with masters degrees in ESL, one specialist with a Masters in English, and one with a Masters in Linguistics. Three of the specialists have teaching certificates; all four have teaching experience.

The ULA instructional staff consists of the high school English teachers. The Government of American Samoa official description of classroom teacher (English) lists the following minimum qualification.

- o BA degree
- o Teacher certificate - Master Teacher evaluation status
- o Proficiency in use of English may be substituted for the degree and certification
- o Experience: at least one year of successful classroom teaching with English as the language of instruction

76% of the project teachers have a BA or above

55% have certificates

100% have proficiency in the use of English

100% have at least one year of experience in English

10. Is Concentrated Instruction Effective in Relieving Specific Deficiency? Process data are incomplete in this area. Classroom observations were not completed as scheduled, therefore, this question cannot be answered.

11. Do Teachers Find Project Developed Materials and Project Purchased Materials Appropriate for Their Teaching Styles and Their Students' Language Proficiency? In general, yes. The project teachers were asked to respond to various questions concerning ULA materials on an interview schedule. The interview form and relevant data are reported in Appendix C. Approximately 67% of the project teachers were classified as moderate or high users of the material. In response to the question "What do you like best about the material?", there were 66 positive responses by the teachers. The following comments were the ones most often listed.

- o Very interesting (high interest)
- o Culturally appropriate
- o Exercises good
- o Grammar is easy to understand

The most often mentioned comments concerning the question, "What do you like least about the materials?", were as follows:

- o Too long and difficult (students get bored)
- o Need more exercises
- o No pictures

There were 36 responses to the "like least" question.

Data from another question provides additional interesting information. Teachers were asked, "If you do not use This Way Up in this class, could you please explain why you selected other materials?". The most predominate comment from teachers in low level groups was that the materials

were too difficult for the low level students. Teachers in mid and high levels did not comment on the question.

12. Is There a Relationship Between Materials Used and Teacher Participation in Scheduled Inservice Programs? The project staff reported better utilization of project materials by teachers who attended workshops. Unfortunately classroom observation data were not systematically collected which could be used to corroborate the staff's perceptions.

13. Is There a Relationship Between Teacher Participation in Scheduled Inservice and Pupil Performance? The question cannot be answered because of a lack of classroom observation data.

14. Do Inservice Training Activities Help Teachers' Self-Confidence in Teaching? Data are limited in this area. However, those teachers who attended workshops were perceived by the project staff to use materials more intensively and more effectively.

15. Did the Teachers Consider the ULA Class Plan Helpful? The ULA class plans were not used second semester. It may be concluded from this that teachers did not consider them helpful.

Recommendations

The following recommendations are offered for program improvement.

1. Each of the recommendations stated in the 1972-73 final evaluation report continues to be valid. Specific

attention should be paid to those recommendations that were not followed or where minimal progress was made.

2. Product evaluation reported elsewhere in this document recommends that "Specific instructional materials should be designed for ESL low language proficiency students." This is of particular importance.

3. Process evaluation of the ULA should be continued, utilizing appropriate management tools. FY 75 process evaluation should more effectively collect and feed back information on a regular basis, thus providing more timely and complete data for program monitoring and evaluation.

4. More complete student biographical data should be gathered in order to provide information about the extent to which ULA project objectives are being achieved with different groups of students.

5. The difficulties encountered with the 1973-74 planned methods of keeping student records and the resultant difficulties in product evaluation on the basis of individual pre/post testing make it highly desirable that new and perhaps innovative student record keeping procedures be planned in close cooperation with school and DOE personnel and that concerted efforts be made to carry out the plans. The possibility that the Title I program could provide significant help and perhaps leadership for the fledgling Student Information System should be explored.

6. In view of product evaluation reported elsewhere in this document, consideration should be given to lowering the standards for exemption from ESL and concentrating efforts on what are currently the mid and low level groups.

7. The relationship between inservice and impact on instruction should be more closely examined.

8. Systematic classroom observations should be implemented on a regular basis to assess inservice training needs and to provide feedback data to project staff on material usage.

9. The Title I Advisory Council should be more effectively involved in project planning and assessment.

10. Objectives for FY 75 dissemination activities should be established and an implementation program developed to provide information about the Title I program to the Department of Education and the community.

11. The DOE Title I director and director of the testing department are able to utilize the computer in data analysis, storage, and retrieval. As a result of the past two years operation considerable descriptive data about ULA students and staff are now available. For example frequency distribution of 1973 and 1974 EST scores converted to percentile ranks and T-scores are available to facilitate project planning. These data are reported in Appendix G. It is recommended that steps be taken to assure continued support and development in this vital area.

APPENDIX A

ESEA Title I Project ULA
Teacher Background Information Form

ESEA TITLE I PROJECT ULA

TEACHER BACKGROUND INFORMATION Today's date: _____

Name: _____ Social Security No. _____|___|_____

Year of birth: ☐ to 1920 ☐ '21-'30 ☐ '31-'35 ☐ '36-'40 ☐ '41-'45 ☐ '46-'50

Sex: ☐ M ☐ F | Marital status: ☐ M ☐ S Year of birth of eldest child: _____

Residence during childhood: ☐ Am. Samoa ☐ W. Samoa ☐ U. S. A. ☐ Other

****

Highest Academic Degree received: ☐ Ph.D. ☐ Master's ☐ Bachelor's ☐ Associate ☐ Feleti ☐ None

Institution: _____

Field of Study: _____

Academic credit that you have received but for which you have not received a degree:

	Institution	Field of Study	Credits
Graduate level:			
Undergraduate:			
Non-degree:			

None: ☐

****

Are you certified or licensed to teach?

No ☐

Yes ☐

Place certified (North Dakota, Phoenix, etc.): _____

Type (provisional, life, etc.): _____

Subject area (Math, Music, etc.): _____

Level (primary, elementary, etc.): _____

****

Teacher background information, page two.

Teaching experience:

How many years have you taught English or Language Arts at the secondary level in American Samoa?----------_____

How many years have you taught in American Samoa?-------_____

How many years have you taught non-native speakers of English in English medium schools?----------_____

How many years have you taught non-native speakers of English?----------_____

How many years have you taught at the secondary level?--_____

How many years have you taught?----------_____

****

Please rate your ability to use English and Samoan by the descriptors given below. Place an "X" in the highest applicable box for each language.

	English	Samoan
Near-native or native ability----------		
Sufficient to be used as the sole medium of instruction----------		
Sufficient to be used routinely for sinple explanations----------		
Insufficient to be routinely useful in a classroom situation----------		

****

What other training, qualifications or experience (not covered above) do you have that you feel will help you in the secondary English program? Please include training, publications, supervision, etc.

_____

_____

_____

_____

_____

APPENDIX B

Management and Evaluation Matrix for
Upgrading Language Ability in American Samoa

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

1.0 ESL	I	II	III	IV	V	VI
	Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
1.1	Classroom Instruction					
	1.1.1 Each teacher will plan a one-semester instructional program for each class on the basis of the DOE curriculum and an assessment of student achievement and needs within 3 weeks of the beginning of the semester.	Teacher	3rd week of semester	A copy of the plan reviewed by project staff. Upon receipt of the instructional program plan, the project staff will check the plan to verify that it is based on curricular goals, student needs and available material.	All 1.1 activities completed 1st semester at Samoana and Faga'itua but not Leone nor Manu'a. Dropped 2nd semester for lack of project personnel to adequately review teacher plans.	Allocate necessary staffing in order to provide adequate monitoring.
	The teacher will go through the following process with each class.	Teacher				
	a. Diagnose the English structural inadequacies of the students in the class using previously administered test data, diagnostic interpretations of TWU tests, or other suitable sources of information.		3rd day			

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

1.0 ESL (cont'd.)	I	II	III	IV	V	VI
	Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
1.1	Classroom Instruction (cont'd.)					
	1.1.1 (Cont'd.)					
	b. Evaluate the English vocabulary of the students using sources similar to those of Task a. or by trying out vocabulary lessons of varying difficulty.	Teacher	4th day			
	c. Estimate the oral/aural proficiency of students using FS or Ilyin type procedures.	Teacher	8th day		Not done: teachers do not have training in FS/Ilyin methods nor time to interview all of their students.	
	d. Plan an instructional program for each class for one semester based on curricular goals, student needs and available materials and resources.	Teacher	10th day			

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

1.0 ESL (cont'd.) I	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
1.1 Classroom Instruction (cont'd.)					
1.1.2 Teachers will submit their instructional program plans to their department heads, principals and the project staff within 3 weeks of the beginning of the semester.	Teacher Principal Dept. Head Project Staff	3rd week of semester	Instructional program plan		
1.1.3 The project staff and/or principal and/or department head and/or teacher will review and may recommend and/or require changes in each class plan based on the original assessment of student achievement and formative evaluation during the semester.	Principal Dept. Head Project Staff	Ongoing			
1.1.4 Teachers will implement the current instructional program plan for each class for which they are responsible.	Teacher	Ongoing both semesters	Instructional materials orders Teacher interview notes Classroom observation notes		

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

1.0 ESL (cont'd.) I	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
1.2 Project Staff Support					
1.2.1 By September, 1973, the project staff will revise This Way Up Book II as necessary and reproduce and distribute it to the schools in sufficient quantity for the 1973-74 school year.	Project Staff	September, 1973	Filled instructional materials orders for revised materials.	Completed as scheduled.	
a. Solicit comments and suggestions for revision.	Staff	3/15/73			
b. Evaluate feedback (a.)	Duncan	3/30/73			
c. Revise TWU II and Test II dividing into two instructional units to be called Units 1 and 2.	Duncan	6/73			
d. Prepare camera copy and master tapes of revised materials.	Cam	7/73			
e. Print revised materials	Cam/Printer	9/73			
f. Duplicate revised tape material.	Cam	9/73			
g. Receive & distribute revised materials.	Cam	9/73			

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

1.0 ESL (cont'd.) I	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
1.2 Project Staff Support (cont'd.)					
1.2.2 By June, 1974, the project staff will write, reproduce and distribute as needed, additional material in the This Way Up series intended for use in support of 100 hours of classroom study.	Project Staff	Ongoing, to be completed by June 30, 1974	Copies of materials will have been delivered to project director upon completion. Filled instructional materials orders will verify distribution.	All 1.2.2 activities completed as scheduled.	
a. Plan content and prepare student material for an integrated instructional unit.	Duncan				
b. Duplicate prototype student material	Cam				
c. Field test prototype material.	Teachers				
d. Revise student material, prepare guidance material and prepare test material.	Duncan				
e. Prepare camera copy and master tapes of all unit material	Cam				

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

1.0 ESL (contd.) I	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
1.2 Project Staff Support (cont'd.)					
f. Print and duplicate unit materials	Cam/Printer				
g. Receive and distribute materials	Cam				
1.2.3 By June, 1974, the project teachers and staff will write, reproduce and distribute an ESL Handbook providing teacher guidance for 100 hours of classroom use of the This Way Up series.	Project Staff	June 30, 1974	Copies of materials will have been delivered to project director upon completion.	All 1.2.3 activities completed as scheduled.	
a. Prepare step-by-step suggestions for the presentation of TWU instructional material already written.	Duncan	September, 1973			
b. Print and distribute a.	Cam	September, 1973			
c. Prepare supplementary practice activities and exercises keyed to specific structures in TWU	Teachers, Donna, Duncan	Continuing			

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

1.0 ESL (cont'd.) I	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
1.2 Project Staff Support (cont'd.)					
d. Print & distribute c.	Cam	Continuing			
e. Provide suggestions and detailed instructions for using communications-oriented activities for ESL classes, not keyed to any structures in particular.	Teachers, Donna and Duncan	Continuing			
f. Prepare a concise summary of theoretical methodological and TWU approach information presented to teachers in inservice training.	Duncan	Continuing			
g. Print & distribute f.	Cam				
1.2.4 Throughout the project year the project staff will order, receive and distribute commercially available materials as needed in support of the ESL Program. Selection will be on the basis of past experience and formative evaluation.	Project Staff	Ongoing	Purchase requests and receiving reports	All 1.2.4 activities completed as scheduled.	

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

1.0 ESL (Cont'd.) I	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
1.2 Project Staff Support (cont'd.)					
1.2.4 (cont'd.)					
a. Obtain from teachers via department heads recommendations of titles and quantities of commercially available materials for use use in ESL classes for the 73-74 school year.	Cam				
b. Select & order materials on the basis of the recommendations in a., the recommendations of the ESL and Teacher Training staff and the funds available for this process.	Project staff				
c. Receive & distribute the materials.	Cam				

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

1.0 ESL (cont'd.) I	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Dispostion of Intended Activity	Projected Modification in Subsequent Programming
1.2 Project Staff Support (cont'd.)					
1.2.5 Throughout the project year the project staff will order, receive and distribute audiovisual equipment and software as needed in support of ESL program. Selection will be on basis of past experience and formative evaluation.	Project Staff	Ongoing 1973-74	Teacher requests, requisitions and invoices.	Completed as scheduled.	
a. Obtain from teachers via department heads recommendations of makes, titles and quantities of audiovisual equipment and software for use in ESL classes for the 73-74 school year.	Project Staff				
b. Select and order materials on basis of recommendations in a. and recommendations of ESL & Teacher Training staff and funds available for this process.	Project Staff				
c. Receive &/or duplicate & distribute the materials.		Cam			

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

2.0 Language Arts I	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
2.1 Classroom					
2.1.1 The teacher will plan a one-semester instructional program for each class based on the DOE Curriculum Guide and an assessment of student achievement and needs within 3 weeks of the beginning of the semester.	Teacher	3rd week of semester	A copy of the plan reviewed by project staff. Upon receipt of the instructional program plan the project staff will check the plan to verify that it is based on curricular goals, student needs and available material.	All 2.1 activities completed 1st semester at Samoana and Faga'itua but not Leone nor Manu'a. Dropped 2nd semester for lack of project personnel to adequately review teacher plans.	Allocate necessary staffing in order to carry out effective monitoring of classroom activities.
a. Determine the semester's required curriculum for a given class by examining the DOE Curriculum Guide and the Language Arts Handbook.					
b. Select texts on basis of requirements and/or recommendations in both sources above. (a.)					
c. Evaluate the students' knowledge of a given required Handbook unit by using either Handbook exercises & quizzes or teacher-made exercises & quizzes as pretests.					

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

2.0 Language Arts I	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
2.1 Classroom (cont'd.)					
2.1.1 (cont'd.)					
d. Plan an instructional program for each class for one semester based on curricular goals, student needs, student evaluation and available classroom materials and resources.					
2.1.2 Each teacher will submit his instructional program plans to his department chairman, principal and the project staff within 3 weeks of the beginning of the semester.	Teacher	3rd week of semester	Instruction program plan form from teachers.		
2.1.3 The project staff and/or principal and/or department chairman and/or teacher will review and may recommend and/or require changes in each class plan based on the DOE Curriculum Guide and the teacher's original assessment of student needs, achievement and evaluation during semester.	Project Staff Principal Department Chairman	Ongoing	Approved plan.		

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

2.0 Language Arts (cont'd.)	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
2.1 Classroom (cont'd.)					
2.1.4 The teacher will prepare an alternative plan for any portion of the required curriculum which he determines is unsuitable for a given class previous to his omitting such a requirement and substituting his alternative.	Teacher	3rd week of semester	Alternative plan on file with director.		
a. Determine the necessity for omitting portion of the required curriculum for a given semester by evaluation of student needs, achievement and ability.					
b. Prepare an alternative plan for omitted portion of curriculum based on evaluation in a. above.					

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

2.0 Language Arts (cont'd.	II	III	IV	V	VI
Task, Process & /or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
2.1 Classroom (cont'd.)					
2.1.5 The teacher will submit instructional plans for an alternative to the required instructional program plan for review to his department chairman, principal and project staff two weeks prior to use of such a plan in classroom.	Teacher	2 weeks prior to use	Approved plan.		
2.1.6 The project staff and/or principal and/or department chairman and/or teacher will review and may recommend and/or require changes in an alternative plan based on teacher's specific assessment of student needs, achievement, and ability prior to teacher's use of such a plan.	Project Staff Principal Department Chairman Teacher	1 week prior to scheduled use	Approved plan		
2.1.7 Teachers will implement current instructional program plan for each class for which they are responsible.	Teacher	Ongoing	Report of classroom observation		

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

2.0 Language Arts (cont'd.)	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
2.2 Support					
2.2.1 By September 4, 1973, the Language Arts (LA) Specialist will provide for all high schools, materials supplementary to the LA Handbook written prior to FY 74. These locally printed materials (including exercises, transparencies, and other supplementary materials) will be in quantities sufficient to meet the needs of LA classes whose teachers will use the LA Handbook for an entire school year.	Ellen	September 4, 1973	The printed requests, placement of these materials in the school and a memo to English department chairman summarizing the current inventory after delivery.	Completed on schedule.	

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

2.0 Language Arts (cont'd.)	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
2.2 Support (cont'd.)					
2.2.2 During preschool orientation for English teachers during August, 1973, the LA Specialist will supply for all designated LA teachers in high schools a revised copy of Phase I of the LA Handbook. This locally printed handbook will contain 10 units, 311 pages, of teacher guidance for the LA class, copies of all exercises and other materials available in the classroom and answer keys all written prior to FY 74.	Ellen	August 30, 1972	The printed request and the notation of the date of distribution of the handbook in the Title I inventory file.	Completed on schedule.	

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

2.0 Language Arts (cont'd.)	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
2.2 Support (cont'd.)					
2.2.3 By September 4, 1973, the LA Specialist will have available for use in LA classes commercial materials as needed to support the LA program. These materials will include class sets of readers, reading and writing kits, workbooks, etc. Selection will be on the basis of past experience and formative evaluation. Distribution will be be ongoing throughout the school year.	Ellen	Ongoing through May 30, 1974	Purchase requisitions and the Title I book inventory file will contain evidence of the completion of this work.	Completed on schedule.	
2.2.4 Throughout project year, LA Specialist will order, receive and distribute commercial materials as needed to support LA program. Materials will be similar in nature to those described in 2.2.3 and will be selected upon teacher request &/or need. Distribution will be upon arrival of materials.	Ellen	Ongoing through May 30, 1974	Purchase requisitions and the Title I inventory file will contain evidence of the completion of this task.	Completed on schedule up until departure of L.A. specialist; distribution continued but no new ordering following her departure.	Provide adequate staffing for FY 75.

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

2.0 Language Arts (cont'd.)	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
2.2 Support (cont'd.)					
2.2.5 Throughout the project year the LA Specialist will order, receive and distribute commercial materials as needed to maintain and build up the current English Teachers' Resource Centers in each high school. Selection will be on basis of teacher recommendation, appropriate available books, deficiencies in current library and need. Distribution will be upon the arrival of the materials.	Ellen	Ongoing through May 30, 1974	Purchase requisitions and the Title I book inventory file will contain evidence of completion of this task.	Completed on schedule up until departure of L.A. specialist; distribution continued but no new ordering following her departure.	
2.2.6 By June 1, 1974, LA Specialist will write, reproduce and distribute 2 revised LA Handbook units, Phase I and 4 revised LA Handbook units Phase II. Units will contain teacher guidance for LA class, copies of all student exercises and transparencies available for use in classroom and answer keys.	Ellen	By June 1, 1974	The print requests, the delivery of the units to the the teachers and the date of distribution of the units in the Title I book inventory file.	Not completed due to departure of L.A. specialist.	

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

2.0 Language Arts (cont'd.)	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
2.2 Support (cont'd.)					
2.2.7 By June, 1974, the LA Specialist will write, reproduce and distribute materials supplementary to 6 (2 Phase I, 4 Phase II) LA Handbook units. These locally produced materials (including exercises, transparencies and other supplementary materials) will be in quantities sufficient to meet needs of LA classes whose teachers will use LA LA Handbook for an entire school year.	Ellen	Completed by June, 1974	The print requests, placement of these materials in the schools and a memo to English department chairman summarizing the materials being sent will evidence completion of this process.	Not completed due to departure of L.A. specialist.	

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

2.0 Language Arts (cont'd.	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
2.2 Support (cont'd.)					
2.2.8 In September, November, January & March of project year the LA Specialist will consult with and advise teachers on their instructional program plans for each individual class. Specialist will provide input in areas of curriculum, text selection, supportive materials, etc., which will be based on teachers' needs and their evaluation of their classes. (see 2.1.1) This kind of support will be the primary reason for consultation with teachers in September and January. The primary reason for further consultation in November and March will be to observe the teachers' instructional program plans in classroom and to observe their implementation of LA curriculum and materials. Suggestions and/or required changes will be put forth based upon formative evaluation.	Ellen	Ongoing September, November, January, March	Evidence of the completion of of this task will be reports to be filed in the Title I teacher file.	Records indicate activity completed for September only.	Procedure will be established and staff allocated to adequately support instructional program.

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

3.0 Teacher Training Support	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
3.1 Inservice and Preservice Training					
3.1.1 Plan and conduct a 100-hour University of Hawaii ESL 580 course for 9 secondary teachers on ESL methodology oriented toward using project materials.	U. of Hawaii Consultants Ivan Propst Donna	June 18-July 13, 1973	Final report of course.	Completed on schedule.	
3.1.2 Conduct preservice training for all new teachers before school begins in September and as they are hired midyear.	Project Staff	Complete by September 4, 1973	Attendance and achievement report	Completed on schedule.	
3.1.3 Maintain a short-term intensive help program for individual teachers who request assistance for some portion of their teaching program.	Donna	Ongoing through May, 1974	Staff consultant log entries.	Completed on schedule.	

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

3.0 Teacher Training Support	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
3.1 (continued)					
3.1.4 Conduct at least 4 inservice sessions a semester at either the school or systemwide that deal with methods and techniques of ESL teaching, current issues in ESL and language acquisition.	Donna	Complete by May, 1974	Attendance and achievement report.	Four in-service sessions done 1st semester for ESL at school level. Second semester, community college class in ESL methodology at Samoana twice a week; once a week at Leone. Not taken by all teachers - 7 at Samoana, 5 at Leone.	
3.1.5 A project staff member will be available at a specified time once weekly at each school to take part in meeting with teachers who have problems and/or questions concerning teaching techniques and materials.	Donna	Ongoing	Staff consultant log entries.		

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

3.0 Teacher Training Support	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
3.2 Teacher Observation					
3.2.1 Conduct periodic observation of teachers to (a) find out what is being taught and how it is being taught in classes, (b) to help determine requirement for inservice meetings, (c) to identify teachers for short-term intensive work described in 4.2.1.	Donna and Ellen	Ongoing	Teacher observation forms for each bimonthly observation.	Data lacking.	Implement appropriate method of monitoring instruction.
3.2.2 Determine needs and procure materials for teacher resource centers in the schools in area of ESL.	Donna	Ongoing	Purchase request file.	Completed on schedule.	
3.2.3 Develop and maintain a file on each teacher in project to include background information, schedules, materials used, assistance received from Title I staff, observation reports and inservice training received.	Donna and Ellen	Ongoing	Teacher file.	Completed on schedule.	

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

4.0 Community Involvement	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
4.1 Advisory Council					
4.1.1 A record of meeting dates and attendance will indicate that an advisory council consisting of parents and matai has been organized and meets periodically to advance, recommend and receive objectives of the Title I program.	Project Director	Ongoing, complete by June 30, 1974	Minutes of Advisory Council meeting.	Not completed. One meeting: May 22, 1974.	Procedures should be developed to more effectively involve Title I Advisory Council.

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

5.0	Process Evaluation	II	III	IV	V	VI
	Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
5.1	Write process objective	Project Director	September 1, 1973	Process objectives on file.	Completed on schedule.	
5.2	Prepare management and evaluation matrix	Evaluator	October 1, 1973	Acceptable document describing task, process, person responsible, prescribed dates, etc.	Completed as scheduled.	
5.3	Maintain current files of data sufficient for evaluating each process objective.	Project Director	Ongoing, completed by June 30, 1974	File	Adequate files have been maintained.	
5.4	Submit process report including: Description of data Disposition of intent activities Conclusion regarding effectiveness and efficiency of project management and operation.	Evaluator	June 30, 1974	Final report.	Completed as scheduled	

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

6.0 Product Evaluation	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
6.1 Disperse and collect from secondary teachers ULA class plans.	Project Staff	3rd week of each semester	ULA class plans	of 1.1 and 2.1.	
6.2 Collect data from each class using classroom observation form.	Project Staff	Ongoing	Summary of classroom observations	Activity was not completed.	
6.3 Submit summary report to evaluator on activities 6.1 and 6.2.	Project Staff	April 15, 1974		Report for first semester ULA class plans submitted.	
6.4 Administer EST/30 to a sample of freshmen from each school.		By October 15, 1973		Completed on schedule.	
6.5 Administer the EST as a post-test on the following testing schedule: EST/01 to sample of all students EST/30 to sample of mid level " EST/40 to sample of low " " EST/20 to sample of high "		By May 15, 1974		Revised to administering EST/01 to all students and completed on schedule.	
6.6 Collect, score and calculate final scores for all tests	Project Director	By May 25, 1974	Director's report	Completed June 4, 1974.	

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

6.0 Product Evaluation (cont'd.)	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
6.7 The Project Director will write a report which states: a. Goals of the project b. Objectives of the project c. Summary of project procedure d. Disposition of intended activities e. Suggested project modification f. Summary plans for FY 75	Project Director	June 1, 1974	Director's report	Completed June 30, 1974.	
6.8 Write a product evaluation that includes percent of students who achieved each of the 13 components; conclusions from analysis of the variable of school, grade, specific textbooks and combinations of the variables.	Evaluator	June 29, 1974	Evaluation report which meets the criteria for a Title I final report as specified by USOE Title I office.	Completed June 15, 1974	
6.8.1 State a conclusion in terms of project effectiveness in attaining the objectives.	Evaluator	June 30, 1974		Completed on schedule.	
6.8.2 Apply a test of significance to the ESL total and relevant subgroups.	Evaluator	June 30, 1974		Completed on schedule.	

TABLE 19

Management and Evaluation Matrix for Upgrading Language Ability in American Samoa

6.0 Product Evaluation (cont'd.)	II	III	IV	V	VI
Task, Process &/or Activity	Person or Group Responsible	Prescribed Dates	Evaluation Documentation	Disposition of Intended Activity	Projected Modification in Subsequent Programming
6.8 (cont'd.)					
6.8.3 Compute appropriate descriptive statistics for ESL and subgroups.	Evaluator	June 30, 1974		Completed as scheduled.	
6.9 Submit product evaluation report	Evaluator	August 1, 1974		Completed as scheduled.	

APPENDIX C

Summary of Teacher Evaluation
Of ULA Materials

Summary of Teacher Evaluation

Of ULA Materials

Teachers were asked to assess ULA materials by responding to the following questions.

1. Please rate the unit by circling the appropriate number

   A. Too easy - too difficult
   B. Too little vocabulary - too much vocabulary
   C. Too few exercises - too many exercises
   D. Unit too long - unit too short
   E. Stories too childish - stories too mature

2. Please rate the unit by circling the appropriate number

   A. Stories boring - stories interesting
   B. Exercises boring - exercises interesting
   C. Culturally inappropriate - culturally appropriate
   D. Grammar inappropriate - grammar appropriate
   E. Vocabulary inappropriate - vocabulary appropriate
   F. Instruction not clear - instruction clear

3. What do you like best about the materials? (Comments)

4. What do you like least about the materials? (Comments)

5. Do you have any recommendations for additions, subtractions, or changes in the material in either content, format, or any other aspects? Please give details.

6. If you have any other comments not covered in this questionnaire that you would like to make about the materials, please do so here.

Summary of the responses to each question are reported on the following pages.

Table 20

Overall Summary of Teachers' Ratings
of TWU Units I, II, III, IV, V, and VII

	Means on Five-Point Scale					
	Unit I (N=1)	Unit II (N=8)	Unit III (N=24)	Unit V (N=25)	Unit VI (N=2)	Unit VII (N=2)
1. Description of ULA material:						
a. Too easy - too difficult	3.00	3.12	3.45	2.60	2.00	3.00
b. Too little - too much vocabulary	3.00	3.00	3.83	2.00	2.00	2.00
c. Too few - too many exercises	1.00	2.50	2.50	2.60	2.50	2.00
d. Unit too long - too short	3.00	3.50	2.91	3.60	3.50	4.00
e. Stories too childish - too mature	1.00	2.87	2.91	3.40	3.00	3.00
2. Please rate the unit						
a. Stories boring - interesting	3.00	4.14	4.00	2.60	5.00	3.00
b. Exercises boring - interesting	4.00	3.42	3.20	2.60	2.00	3.00
c. Culturally inappropriate - appropriate	5.00	5.00	4.54	4.60	5.00	4.00
d. Grammar inappropriate - appropriate	5.00	4.42	4.70	4.20	4.50	4.00
e. Vocabulary inappropriate - appropriate	5.00	4.00	3.95	3.80	4.50	4.00
f. Instruction not clear - clear	2.00	4.28	4.38	2.80	5.00	5.00

RESPONSE:	FREQUENCY:
3. What do you like best about the materials?	
--culturally appropriate	7
--very interesting (high interest)	15
--variety of exercises	6
--simple enough for students	2
--good reading level	1
--kids liked it	
--taught the students something they needed to know	2
--content = stimulating discussion	1
--content	1
--the fact that someone else prepared them	1
--stories	2
--vocabulary exercises	3
--it was something	1
--exercises good (esp. multiple choice)	5
--grammar is easy to understand	4
--materials provide lots of teaching activities	3
--students ask lots of questions about cultural differences	3
--taped exercises by teacher	4
--exercises where students have multiple choice of verbs	4
--number of exercises	4
--fill in blank exericses	2
--more interesting story than past exercises	1
--being presented with a story	2
4. What do you like least about the materials?	
--no pictures	3
--the vocabulary (exercises)	3
--repetition of exercises at beginning	2
--too many sentence combining at beginning	2
--instructions (T.G.)	2
--also, five more examples in the instructions	1
--doesn't provide enough exercises	2
--stories boring	1
--rules and examples don't get across	1
--format dull	1
--not "slick"	1
--need more exercises	6
--more vocabulary/spelling	1
--more examples needed	1
--some exercises a bit long	1
--too long and difficult (students get bored)	7
--format - not much open space	1
--no tape recorder or scripts	2

RESPONSE:	FREQUENCY:
--exercises difficult to present	1
--more exercises on the easy level	1
--had trouble with #10	1
--need more paraphrase exercises at easier level	1
--too many new words	1
--length	1
--no tape recorder	2

5. Do you have any recommendations for additions, subtractions, or changes in the material in either content, format, or any other aspects? Please give details.

--pictures	17
--tape recorder	5
--more vocabulary and exercises (with examples)	5
--more interesting stories	2
--give instructions to teachers about how to do exercises	1
--for this class the exercises with the factual, historical students were good (If Gr. Britain. . ., etc.)	2
--more examples that can be acted out in class	1
--more of exercise #8 type	2
--more puzzles (structure oriented)	4
--more ? exercise #9 and #10	1
--exercise #6, too much jargon	1
--more reading materials	3
--need tests	1
--more stories like, "Let's Fall in Love", mysteries	5
--need more	1
--must have locally developed high interest material	1
--more tape work (exercises)	1
--more short stories	1
--pages are too crowded (format)	6
--tapes made by competent actors	1
--video tapes	1
--most of vocabulary is at recognition level	5
--more "speaking" exercises	4
--games, crossword puzzles	3

RESPONSE:	FREQUENCY:
6. If you have any other comments not covered in this questionnaire that you would like to make about the materials, please do so here.	
--tape recorders would be useful, if FHS is refurbished	2
--need low level materials	1
--commercial materials too dull	1
--need locally developed materials	2
--teachers should be given more information about the purpose for some exercises (ex., "Here's a passive exercise.")	1
--tape recorder	1
--on usage rule pages, leave outside half blank for students' notes	1
--more materials (topics) be about cultural differences between U.S. and Samoa	1
--topics be related to other themes and resources available (movies)	4
--have story straight (all verbs included)	4
--more examples	4
--add short anecdotes using same vocabulary as stories to reinforce vocabulary	1
--low level ESL class in A.M.	1
--dictionaries - not enough (Leone)	1
--use real characters in stories	2

APPENDIX D

Project ULA Class Plan Form

PROJECT ULA CLASS PLAN

office use only

BRIEF INSTRUCTIONS ARE ON PAGE FOUR.

Please circle or fill in the appropriate responses to the following identification classifications:

SCHOOL: Leone	YEAR: Freshman	CLASS: L.A.	LEVEL:	1 (ESL exempt)
Samoana	Sophomore	ESL		2 (high ESL)
Faga'itua	Junior			3 (mid ESL)
Manu'a	Senior			4 (low ESL)

PERIOD:____ BUILDING:____ ROOM:____

TEACHER:_____

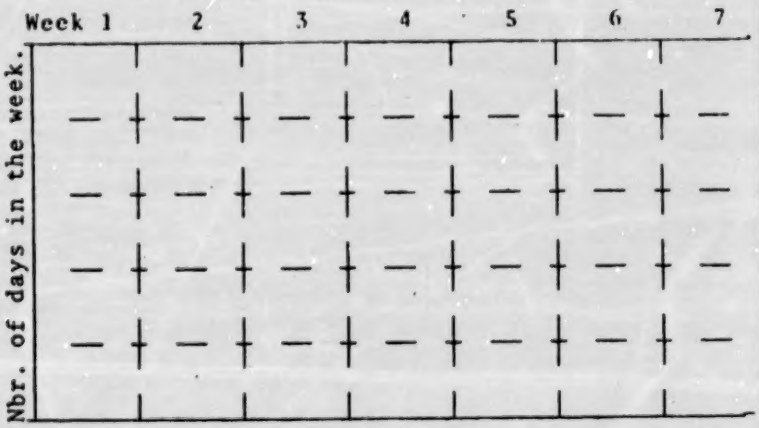
CLASS LIST

	Student name	Student number
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

DATE PREPARED: _____

Complete this calendar as instructed during Teacher Orientation or, if you were unable to attend, ask your Dept. Head for instructions. Sample calendars are available in your Teacher's Resource Center.

MATERIALS AND ACTIVITIES CALENDAR



ALL CLASSES

Which of the above materials or activities do you expect to be the major source of NEW learning for these students?

_____

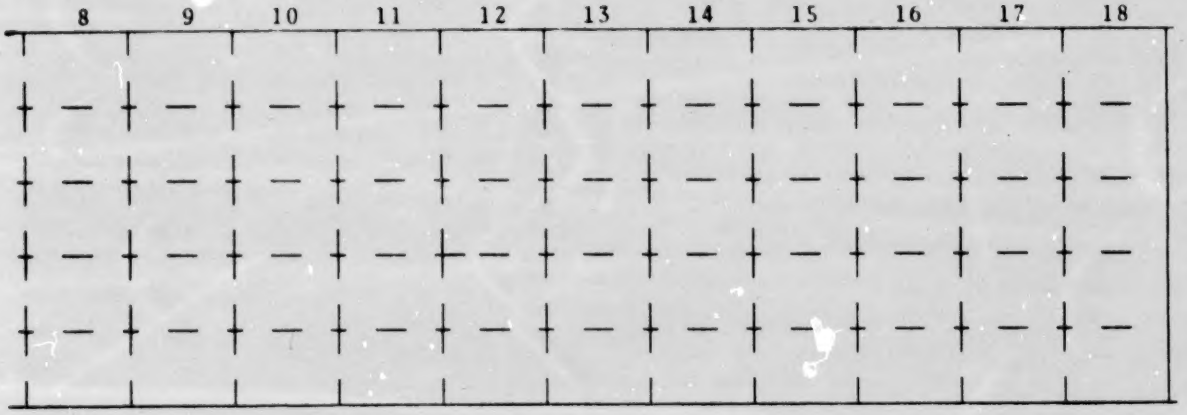
What other materials, not on the calendar, do you hope to use during the semester? (Reference works, occasional readers, etc.)

_____

_____

_____

_____



ESL CLASSES ONLY

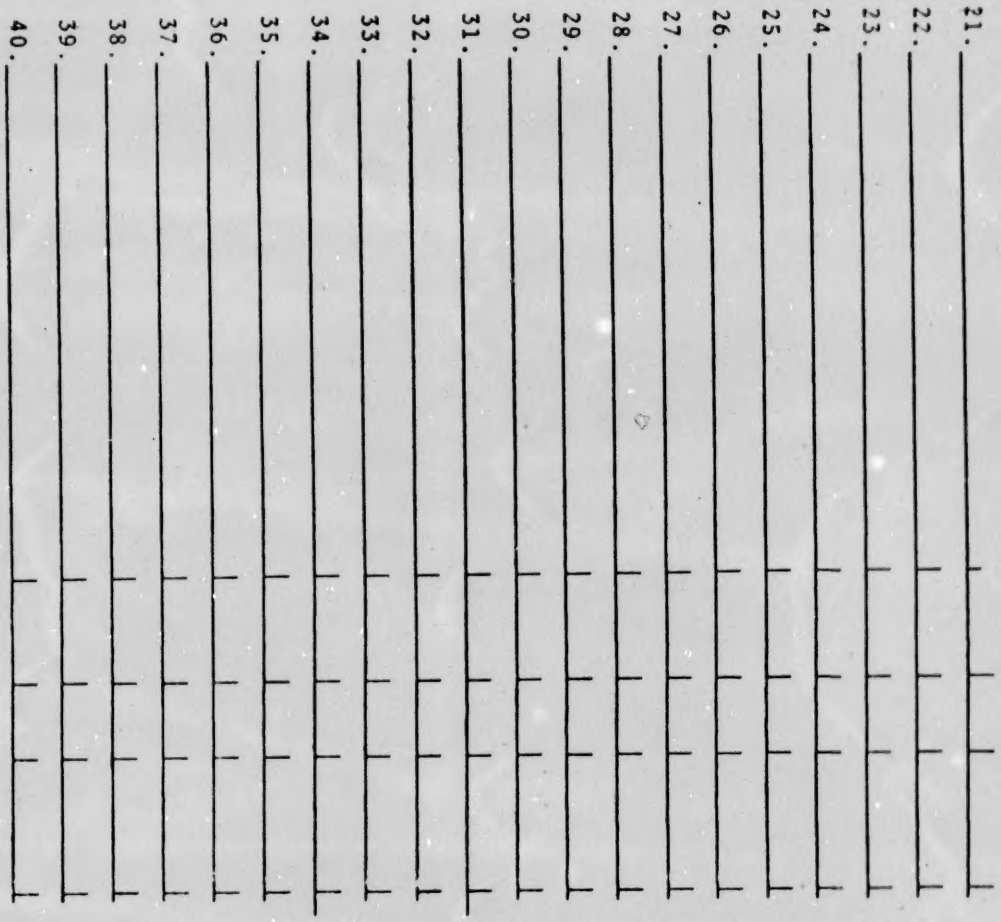
Indicate briefly how you selected each of the materials or activities on the above calendar. Answers such as "EST scores," "advice of last year's teacher of these students" or "tryout during first two weeks" are sufficient.

Material	Basis for selection

Please read these instructions before completing your class plans.

1 *Complete a plan in duplicate for each Language Arts or ESL class that you teach.*
2 *Keep one copy and submit the other to your Department Head.*

3 *The plan will be reviewed by your Department Head, your Principal, and the project staff before being approved on your Principal's authority.*
4 *Any changes that you wish to make after submitting the plan should be made on your Department Head's copy and the project office notified that a change has been made.*
5 *Be sure to keep your Department Head's copy of the class lists up to date. Test score summaries, pre-labelled test answer sheets, and such like will be based on this list.*
6 *Suggestions for making Class Plans and this form more useful for you and your school will be appreciated.*



APPENDIX E

Classroom Observation Checklist
For ULA Project

CLASSROOM OBSERVATION CHECKLIST
FOR ULA PROJECT

Directions:

1. Contact each of the teachers involved and request permission to observe their class for at least 30 minutes during the week. Leave uncertain the exact date within the week decided upon.

2. Assure each teacher that your observation is not for the purpose of an employment evaluation but is simply to gain an impression of how things are going in the ULA program.

3. Ask each teacher to designate what portion of the day is specifically devoted to planned "language arts" or ESL instructional activities.

4. Observe an hour of inclass activity devoted to "ULA" teaching.

5. Make an unobtrusive record of classroom activities.

6. Be sure to sample one hour of language arts or ESL instruction for each teacher participating in the programs.

7. Discuss written observations and options for improvement with project staff.

8. Forward all completed and edited forms to evaluator to be used as one record of progress made in upgrading instruction.

Section #1

Name of School _____

Date Observed _____, _____, _____
month day year

Name of Observer _____

Section #2

1. Were specially prepared ULA materials utilized during the period observed?

☐ a. yes ☐ b. no

1a. If yes, specify type of materials being used.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Note the proportion of the hour that the teacher utilized ULA material in instruction.

☐ a. 6 minutes or less
☐ b. 7 - 12
☐ c. 14 - 18
☐ d. 19 - 24
☐ e. 25 - 30

3. Did the teacher utilize methods cover in previous inservice sessions.

☐ a. yes ☐ b. no

3a. If yes specify type of methods being used.

1. _____
2. _____
3. _____
4. _____

4. Gauge the amount of intellectual curiosity evidenced by pupils in the classroom. Would you characterize the atmosphere as being:

☐ a. Highly charged with intellectual curiosity.
☐ b. Moderately charged with intellectual curiosity.
☐ c. Somewhat charged with intellectual
☐ d. Not very charged with intellectual curiosity.

5. Additional observation and comments.

APPENDIX F

English Structures Test
Test Administration Procedure

TEACHER _____ CLASS _____ PERIOD _____

NO. OF TESTS

ENGLISH STRUCTURES TEST

TEST ADMINISTRATION PROCEDURE

1. Have on hand the dozen pencils, sharpened, that you were given along with all of your tests. Also, if students are not to leave when they finish (see instruction #23) have on hand something to occupy students who have finished the test, such as a worksheet, a book or magazine, etc.

2. Take roll.

3. List missing students in the space provided below; last name first, comma, first name. Please print.

4. Write on the chalkboard, in large block letters;

   NAME _____

   DATE May 10, 1974

   *SCHOOL Manu'a

   **TEACHER Helene Miller

   *OR FAGA'ITUA or SAMOANA or LEONE as appropriate but do not write "High School" since the space on the answer sheet is limited.

   **or whatever your name is. Note that we want the name of the students' ESL teacher, not LA teacher or some substitute test administrator. Note also that field testing indicates that not all students know their teacher's name, many know only first or last name, and many can't spell either name.

5. Tell the students that they are going to take an English test today. Tell them that it will measure how much English they know but that they will NOT be graded on the test; that the test is for planning.

6. Announce the policy on leaving (or not leaving) after completing the test (see instruction #23).

7. Tell the students that you are now going to pass out the answer sheets and that they should PRINT their COMPLETE name, first name first, second name second, and the information that you have put on the blackboard, in the appropriate spaces on the answer sheet. (Not all students know the difference between 'print' and 'write' so you may need to explain.)

8. Distribute the answer sheets.

9. Remind students that they are to PRINT.

10. WALK AROUND THE ROOM AND CHECK THAT STUDENTS ARE FILLING IN THE INFORMATION CORRECTLY.

11. Tell the students that the test books will now be distributed and they are NOT to OPEN them until you tell them to.

12. If you trust the students behind your back, pass out the tests. If you don't, have a helper or student pass them out. Check here if someone else passed out the test;____

13. Tell the students to read the instructions on the front cover of the test, work the example, and mark the answer of the example in the box labeled "EXAMPLE" at the top of the answer sheet.

14. Watch that no students open the books or begin working the test.

15. When the students seem to have finished, ask "What should Roma say?" Accept "I am fine, thank you."

16. Say "The answer on your answer sheet should look like the answer in the instruction," or words to that effect in Samoan or English.

ENGLISH STRUCTURES TEST, TEST ADMINISTRATION PROCEDURES, PAGE TWO

17. Ask if there are any questions.

18. When all questions about the mechanics of taking the test have been answered, say "WHEN YOU FINISH, RAISE YOUR HAND AND I WILL TAKE YOUR TEST AND ANSWER SHEET. DO NOT BRING THEM TO ME. NOW OPEN YOUR BOOKS AND BEGIN."

19. Students shall have up to 40 minutes to complete the test. Write the actual beginning time in the first box below. Add 40 minutes and write the last possible finishing time in the second box below.

If any students have not finished the test by the finishing time that you have calculated above, take their papers from them and write "unfinished" above the "example" box. Do not worry if the last possible finishing time is after the class period is supposed to end. In field testing the slowest students took 32 minutes. Allow any student the full 40 minutes if he wants it even if that goe_ over into the next period.

20. If any student arrives during the instructions, give them the papers that the rest of the class has at that time and help him to catch up. If any student arrives after the actual timed test has begun, do not administer the test to him; treat him as a student who has finished (see inst. #23 below).

21. During the test, walk around the room watching the students. If any students are obviously cheating, put an 'X' in the box in the lower right hand corner of their answer sheets but do not take their tests away.

22. When students finish and raise their hands, take their tests and answer sheets, check that all information has been included and that the answer sheet has been used correctly, underline the student's surname (second name) on his answer sheet.

23. If school policy permits, students should be excused from class when they finish. If not, they should be required to stay quietly at their desks. If no policy has been established, consideration should be given to the fact that at Samoana and Faga'itua some students will have to pass through other classrooms if they are excused.

24. If some students bring their test book and answer sheet to you, remind the whole class that they are to raise their hand and wait for you to collect their papers.

25. When all students have finished, count the test books and answer sheets. You should have used and unused tests tests and answer sheets totaling the figure in the box at the beginning of these instructions. Check that you have underlined all surnames.

26. Repackage the materials in the envelopes that they came in with these instructions around the outside and return them to the Project test supervisor at your school.

MISSING STUDENTS:

_____ _____

_____ _____

_____ _____

Please note on the back of this sheet, any disturbances that occurred during the test (such as pneumatic hammers outside the window, students passing through the room, etc.). Also please make any suggestions or criticisms that you feel would help make future test administrations better.

APPENDIX G

Test Data

TABLE 21

Distribution Statistics and Standard Scores
1973 EST Local Norms

Number of Valid Scores: 1324
Mean: 27.73
Standard Deviation: 9.11

Skewness:
-1.23 P 0.2253
Kurtosis:
-4.42 P 0.0001

Raw Score	Frequency	Percentage	Percentile	T-Score
49.0000	1	0	99	73
48.0000	1	0	99	72
47.0000	2	0	99	71
46.0000	6	0	99	70
45.0000	9	1	99	69
44.0000	16	1	98	68
43.0000	24	2	96	67
42.0000	26	2	95	66
41.0000	38	3	92	65
40.0000	37	3	89	63
39.0000	34	3	87	62
38.0000	36	3	84	61
37.0000	35	3	81	60
36.0000	33	2	79	59
35.0000	48	4	76	58
34.0000	41	3	72	57
33.0000	48	4	69	56
32.0000	48	4	65	55
31.0000	43	3	62	54
30.0000	41	3	59	52
29.0000	54	4	55	51
28.0000	47	4	51	50
27.0000	61	5	47	49
26.0000	45	3	43	48
25.0000	45	3	40	47
24.0000	34	3	37	46
23.0000	48	4	34	45
22.0000	49	4	30	44
21.0000	52	4	26	43
20.0000	51	4	22	42
19.0000	39	3	19	40
18.0000	45	3	16	39
17.0000	32	2	13	38
16.0000	33	2	10	37
15.0000	29	2	8	36
14.0000	31	2	6	35
13.0000	15	1	4	34
12.0000	13	1	3	33
11.0000	9	1	2	32
10.0000	8	1	2	31
9.0000	7	1	1	29
7.0000	1	0	1	27
6.0000	1	0	1	26
5.0000	1	0	1	25
3.0000	2	0	1	23
0.0000	5	0	1	20

TABLE 22

Distribution Statistics and Standard Scores
1974 EST Local Norms

Number of Valid Scores: 1379
Mean: 30.16
Standard Deviation: 10.03

Skewness:
-0.7225 P 0.5229
Kurtosis:
-6.7717 P 0.0000

Raw Score	Frequency	Percentage	Percentile	T-Score
50.0000	9	1	99	70
49.0000	24	2	98	69
48.0000	11	1	97	68
47.0000	20	1	96	67
46.0000	21	2	95	66
45.0000	21	2	93	65
44.0000	27	2	91	64
43.0000	31	2	89	63
42.0000	43	3	87	62
41.0000	33	2	84	61
40.0000	52	4	81	60
39.0000	51	4	77	59
38.0000	44	3	74	58
37.0000	43	3	70	57
36.0000	48	3	67	56
35.0000	32	2	64	55
34.0000	37	3	62	54
33.0000	42	3	59	53
32.0000	40	3	56	52
31.0000	42	3	53	51
30.0000	44	3	50	50
29.0000	44	3	47	49
28.0000	62	4	43	48
27.0000	48	3	39	47
26.0000	32	2	36	46
25.0000	46	3	33	45
24.0000	34	2	30	44
23.0000	38	3	27	43
22.0000	40	3	25	42
21.0000	33	2	22	41
20.0000	43	3	19	40
19.0000	39	3	16	39
18.0000	28	2	14	38
17.0000	38	3	11	37
16.0000	34	2	9	36
15.0000	23	2	7	35
14.0000	23	2	5	34
13.0000	21	2	4	33
12.0000	10	1	2	32
11.0000	9	1	2	31
10.0000	13	1	1	30
9.0000	3	0	1	29
8.0000	3	0	1	28